DOCUMENT RESUME

ED 277 068 CS 505 448

AUTHOR Boaz, John K., Ed.; Brey, James R., Ed.
TITLE Championship Debates and Speeches 1986. Vol. 1.
INSTITUTION American Forensic Association.; Speech Communication Association, Annandale, Va.
PUB DATE 86
NOTE 180p.
AVAILABLE FROM Speech Communication Association, 5105 Backlick Rd., Building E, Annandale, VA 22003 ($10.00 prepaid).
PUB TYPE Books (010) -- Viewpoints (120) -- Speeches/Conference Papers (150)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Competition; *Debate; *Judges; Performance; *Persuasive Discourse; Rhetorical Criticism; Rhetorical Invention; Speech Communication
IDENTIFIERS *Debate Tournaments; National CEDA Tournament; National Debate Tournament; National Individual Events Tournament

ABSTRACT

Including speech transcripts and judges' critiques, this book presents the results of the 1986 (1) National Debate Tournament Final Debate, sponsored by the American Forensic Association, including the affirmative and negative presentations; (2) National CEDA Tournament Final Debate, sponsored by the Cross-Examination Debate Association, including the affirmative and negative presentations; (3) National Individual Events Tournament, sponsored by the American Forensic Association, including speeches by final round winners in after-dinner speaking, communication analysis, extemporaneous speaking, impromptu speaking, informative speaking, and persuasive speaking; and (4) National Championship Tournament in Individual Speaking Events, sponsored by the National Forensic Association, including speeches by final round winners in after-dinner speaking, expository speaking, extemporaneous speaking, impromptu speaking, persuasive speaking, and rhetorical criticism. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ISSN 0890-5371

ED277068

1986 CHAMPIONSHIP DEBATES AND SPEECHES

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

edited by

John K. Boaz
Illinois State University

and

James R. Brey
Florida State University

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

SCA

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Sponsored by the Speech Communication Association and the American Forensic Association

Vol. 1 1986

CS 505 448

1986

CHAMPIONSHIP DEBATES AND SPEECHES

Edited by

John K. Boaz
Illinois State University

James R. Brey
Florida State University

Sponsored by the Speech Communication Association
and the American Forensic Association.

1986 National Debate Tournament Final Debate
Sponsored by the American Forensic Association

1986 National CEDA Tournament Final Debate
Sponsored by the Cross-Examination Debate Association

1986 National Individual Events Tournament:
Winning Speeches in Original Events
Sponsored by the American Forensic Association

1986 National Championship Tournment in Individual Speaking Events: Winning Speeches in Original Events
Sponsored by the National Forensic Association

including

Critiques of the Judges of Each Event

1986 Championship Debates and Speeches ISSN 0890-5371

Championship Debates and Speeches is an annual publication. Copies may be ordered from the Speech Communication Association, 5105 Backlick Road, #E, Annandale, VA 22003 at $10 per copy.

Copyright © 1986 by the American Forensic Association. All rights reserved. Reprinting without permission is prohibited. Permission for reprinting may be obtained from the Secretary of the American Forensic Association. *Championship Debates and Speeches* is printed by Printing Services, Illinois State University, Normal, IL 61761.

PREFACE

Transcripts of the final round of the National Debate Tournament have appeared in the pages of the *Journal of the American Forensic Association* from 1967 to 1985. At the November 1985 Business Meeting of the American Forensic Association it was voted to remove the NDT final round transcript from *JAFA* and to create a separate publication including, but not limited to, the NDT final round and selected championship speeches from original events at the National Individual Events Tournament. Other national forensic organizations were invited to participate in this publication, and the result was cooperation with the Cross-Examination Debate Association and the National Forensic Association in this 1986 publication. This publication is intended as a separate purchase, not included in AFA membership privileges.

The editor-in-chief wishes to express his deep appreciation to Mary Edwards who typed the manuscript and to Mildred Boaz who assisted him in proofreading the manuscript.

October 1986 John K. Boaz

1986 National Debate Tournament Runners Up
Georgetown University
From left Greg Mastel (coach), Michael Mazarr,
David Zarefsky (tournament director), and Stuart Rabin.

CONTENTS

1986 National Debate Tournament Final Debate 1
"Resolved: That more rigorous academic standards should be established for all public elementary and/or secondary schools in the United States in one or more of the following areas: language arts, mathematics, natural sciences."

Affirmative: Georgetown University
represented by Stuart Rabin and Michael Mazarr
vs.
Negative: University of Kentucky
represented by David Brownell and Ouita Papka

Judge Critiques by:

John Bart (University of Kansas) 50
Michael Bryant (Eastern Illinois University) 52
Rich Edwards (Georgia State University) 55
Marty Saddler (Houston Baptist University) 58

1986 National CEDA Tournament Final Debate 61

"Resolved: That membership in the United Nation's is no longer beneficial to the United States."

Affirmative: Florida State University
represented by Carrie Crenshaw and Miguel Delao
vs.
Negative: Macalester College
represented by Molly McGinnis and Paul Benson

Judges Critiques by:

David Frank (University of Oregon) 100
Dale Herbeck (Boston College) 101
Gina Lane (William Jewell College) 104
Jeffrey Philpott (Gustavus Adolphus College) 106
Kevin Twohy (Carroll College) 109

1986 National Individual Events Tournament:

Winning Speeches in Original Events
After-Dinner Speaking Final Round Winner:
Graham Hartley (University of Wisconsin, Madison) 111

Judges Critiques by:

Rey Garcia (Southwest Texas State University) 113

Communication Analysis Final Round Winner:
Jim McCafferty (George Mason University) 114

Judges Critiques by:

Craig Dudczak (University of Oklahoma) 117
J. G. Harrington (New York University) 118
Deanna Sellnow (Wayne State University) 119

Extemporaneous Speaking Final Round Winner:
David Bickford (Brown University) 120

Impromptu Speaking Final Round Winner:
Debra Williams (Gonzaga University) 122

Judges Critiques by:

Trevor Giles (University of New Mexico) 124
Peter Schifferle (United States Military Academy) 124

Informative Speaking Final Round Winner:
Mark Nelson (University of Alabama, Birmingham) 125

Judges Critiques by:
John Burtas (Concordia College) 127
Joyce Carey (University of Wisconsin, Eau Claire) 128

Persuasive Speaking Final Round Winner:
Kim K. (Hoku) Fageroos (San Diego State University) 129

Judges Critiques by:

Bill Henderson (University of Northern Iowa) 132
Mary Ives (University of California, Berkeley) 132
Chris Reynolds (University of Wisconsin, Eau Claire) 133
Bill Wallace (Concordia College) 134

1986 National Championship Tournament in Individual Speaking Events: Winning Speeches in Original Events

After-Dinner Speaking Final Round Winner:
Kim Roe (Eastern Michigan University) 135

Judges Critiques by:

Mark Blasiola (Oakland University) 138

Expository Speaking Final Round Winner:

Brian Welch (Bradley University) 138

Judges Critiques by:

Mary Ann Renz (University of Northern Iowa) 151
George Thompson (The Ohio State University) 151
Larry Weiss (University of Wisconsin, Madison) 152

Extemporaneous Speaking Final Round Winner:
David Bickford (Brown University) 153

Judges Critiques by:

Tracy Anderson (Eastern Michigan University) 155
J. G. Harrington (New York University) 156
Dale Herbeck (Boston College) 156
Sam Marcosson (Bradley University) 157

Impromptu Speaking Final Round Winner:
Mitch Fay (University of Wisconsin, Eau Claire) 158

Judges Critiques by:

Jimi Cantrill (Emerson College) 160
Clark Olson (Arizona State University) 161
Willis Watt (Fort Hays State University) 161

Persuasive Speaking Final Round Winner:
Kay Hrien-Saitong (Bradley University) 162

Judges Critiques by:

Robin Goldstein (Cornell University) 164
Bill Henderson (University of Northern Iowa) 165
David Radanovich (The Ohio State University) 165

Rhetorical Criticism Final Round Winner:
Jim McCafferty (George Mason University) 166

Judges Critiques by:

Thomas Endres (University of Minnesota) 169
Samuel Nelson (Cornell University) 170

1986 National Debate Tournament Winners
University of Kentucky
From left David Zarefsky (tournament director),
J. W. Patterson (coach), Roger Solt (coach),
David Brownell, and Ouita Papka.

1986 NATIONAL DEBATE TOURNAMENT FINAL DEBATE: SHOULD MORE RIGOROUS ACADEMIC STANDARDS BE ESTABLISHED FOR ALL PUBLIC ELEMENTARY AND/OR SECONDARY SCHOOLS IN THE UNITED STATES IN ONE OR MORE OF THE FOLLOWING AREAS: LANGUAGE ARTS, MATHEMATICS, NATURAL SCIENCES?

Edited by John K. Boaz

The Fortieth National Debate Tournament, sponsored by the American Forensic Association and the Ford Motor Company Fund, was held at Dartmouth College in Hanover, New Hampshire, on April 3-7, 1986.[1]

The sixty-two participating teams debated the 1985-86 intercollegiate debate proposition: "Resolved: That more rigorous academic standards should be established for all public elementary and/or secondary schools in the United States in one or more of the following areas: language arts, mathematics, natural sciences."

Eight preliminary and four elimination rounds, all using cross-examination debate format, resulted in this final debate between Georgetown University and the University of Kentucky.[2]

Representing Georgetown on the affirmative were Stuart Rabin and Michael Mazarr, and representing Kentucky on the negative were David Brownell and Ouita Papka. Judges awarded the decision to the negative team from the University of Kentucky.[3]

Mr. Boaz, Associate Professor of Communication and Associate Vice President for Administrative Services at Illinois State University, is a former President of the American Forensic Association.

[1]The tournament director was Professor David Zarefsky of Northwestern University, and the tournament host was Professor Herbert L. James of Dartmouth College.

[2]The debate was held in the Ballroom of the Sheraton North Country Inn, West Lebanon, New Hampshire, on April 7, 1986. Coaches of the two teams were Professor Greg Mastel of Georgetown University and Professors J. W. Patterson and Roger Solt of the University of Kentucky. The sixteen teams qualifying for the elimination rounds were from Baylor University (two teams), Dartmouth College, Eastern Illinois University (two teams), Emory University (two teams), Georgetown University, Gonzaga University, University of Kansas, University of Kentucky, University of Massachusetts, University of North Carolina, North Texas State University, Northwestern University, and Samford University.

[3]Judges for the debate were Professors John Bart (University of Kansas), Michael Bryant (Eastern Illinois University), Rich Edwards (Georgia State University), Dallas Perkins (Harvard University), and Marty Sadler (Houston Baptist University). The decision was 5-0 for the negative team from the University of Kentucky.

Critiques of the debate by the final round judges follow the transcript. The text of the debate follows:

First Affirmative Constructive:

Stuart Rabin, Georgetown

Georgetown University is very pleased to support the national intercollegiate debate resolution in the final round of the 1986 National Debate Tournament. At the outset we would like to express our thanks and appreciation to Herb James, Ken Strange, and the Dartmouth College community for their hospitality and graciousness.

For those of you who have wondered for the past three years where Georgetown University debate has been, we are proud this evening after some difficult times to say, "we're back." This would not be possible without the tireless and dedicated commitment of Stephen Larson, our debate President, Greg Mastel, our coach, and Bradley Ziff, a faithful and continuous friend of the program.

The value of free, open inquiry, critical thinking, and separation of church and state are under assault from a crude band of religious fundamentalists. More rigorous academic standards are necessary now to stem this tide.

Note initially, observation one: Fundamentalism pervades the classroom. We document two specific lines of assault. Note that (A) creationism is pervasive. Creationists are succeeding on the state and local levels. Douglas Futuyma realized in 1983 that:

> The threat is not trivial. By November 1981, two states had passed laws requiring creation to be given equal time with evolutionary science in public school science classes.... Similar initiatives are underway in countless local school districts where boards of education are yielding....[*]

---

[*]The debate was edited from a tape recording. Except for the correction of obviously unintended errors this is as close to a verbation transcript as was possible to obtain from the recording. Evidence cards and other materials used in the debate were supplied to the editor immediately following the debate by the participants. Sources of the evidence have been verified as indicated in the Works Cited. Footnotes supply the exact quotation and other information when necessary. When the source was not located after a reasonable search or was not available to the editor, the term "source indicated" is used in the footnote together with any additional information provided by the debaters. Quotation marks surround quotations from unverified sources only when the debater has provided the editor with a photocopy of the original. For help in locating sources in this debate, the editor gratefully acknowledges the assistance of the library staff of Illinois State University.

Recent court defeats have not stemmed the tide. Nancy Levit continues in 1985:

> Even if creation science legislation is defeated in the courts, creationism is still being taught. "Increasingly, teachers...are teaching creationism along with evolution in their biology classes. It is simply the path of least resistance." (219)

She concludes that "Unfortunately, some teachers, school boards and curriculum committees are falling prey to creationist pressures" (Levit 219).

The *Humanist* concludes in October of 1985 that "Yet, in the face of these defeats, creationism will still be with us for some time.... [L]ocal creationist parent groups continue to proliferate" (Edwords 31). Also Professor Ellis explains in 1983: "This...Christian fundamentalists, has resulted in passage of two state 'equal time' statutes, has limited evolution emphasis in many high-school textbooks, and has brought pressure on local school boards to mandate creation science..."(26).[5]

Journal of Church and State explains in September -- Spring of 1982: "Legislation mandating the teaching of 'scientific creationism' on an equal basis with evolution has been introduced in at least twenty-one states.....local school districts, as well as state legislatures, have been under considerable pressure to enforce the teaching of 'scientific creationism' in the public schools" (Wood 233).

Also note subpoint (B) violations snowball. Any potential infringement of the establishment clause in this case justifies remedial action, because children are uniquely vulnerable to state-sanctioned influence. Indiana Dean Martha McCarthy explains in 1985: "Enforcement of the establishment clause seems particularly crucial in public school settings because of the vulnerability of children and the fact that they comprise a captive audience, subject to continuous official supervision." (314) The *Fordham Law Review* [Brandon v. Board of Education] concurs in 1982:

> [O]ur nation's elementary and secondary schools play a unique role in transmitting basic and fundamental values to our youth. To an impressionable student, even the mere appearance of secular involvement in religious activities might indicate that the state has placed its imprimature on a particular religious creed. This symbolic interference is too dangerous to permit. (1151)

---

[5]"This recent tack by anti-evolutionists, most of whom are Christian fundamentalists, has resulted in passage of two state 'equal time' statutes, has limited evolution emphasis in many high-school textbooks, and has brought pressure on local school boards to mandate creation science instruction."

Mary McCarthy concludes:

> Chief Justice Burger recently stated that the threats to religious liberty...are "of far less concern today." But there are *new* threats represented by the current wave of politically involved evangelism.... While seemingly insignificant religious accommodations...may pose little danger of establishing a state religion, small concessions in allowing the majority to determine what religious doctrine will be advanced can lead to the suppression of ideas that do not conform to the dominant faith.(314)

The *Arkansas Law Review* recognized that: "[E]ven minor infractions could be first step in the establishment of a state sanctioned religion against which the first amendment was structured to protect" (Taylor 330).

To remedy these abuses, we present the following plan to be implemented through all constitutional means in an appropriate time frame. Plank one, the teaching of creationism shall be permitted--shall not be permitted, rather, in the natural science curricula of any public elementary or secondary schools. Plank two, all necessary funding and enforcement through normal means. Affirmative retains intent through all speeches. Agent used is combination of all levels of action--all branches of government at state, federal, local levels.

By adodpting this plan, we represent--we prevent the harmful effects of fundamentalism seen in observation two, fundamentalism is disastrous. We document several independent levels of significance.

Initially examine subpoint (A) religious intrusions are unconstitutional. Teaching of creationism alongside evolution is a violation of the establishment clause of the First Amendment. Creationism itself is not a scientific theory, and its teaching advances religion. Various arguments prove its unscientific nature.

First, there is no positive evidence for creationism. Stephen Brush explains in 1981 that "[C]reationism,*when judged as a scientific theory*, is extremely weak. Lacking any positive evidence, it can only attack evolution..."(33).

Professor of educational philosophy Strike concurs in 1982. "There is no positive research program based on creationist assumptions. Creationism in this regard is not science; it is antiscience"(28).

Second, the assumed existence of God is a fact which cannot be scientifically verified. Jack Novik of the ACLU noted in 1981:

> The existence of God is a matter of faith and not subject to scientific inquiry.... Creationism, which hypothesizes many acts of God, is therefore, essentially not subject to scientific logic or assessment. Thus, creationism is not science.[6]

---

[6]Source indicated.

Third, creationism does not follow the scientific method. It is not open to modification. Bentley argued in 1981:

> *Scientific theories must be open to modification based on new evidence.* Since most creationists believe that the scriptures are literally true and the immutable word of God, they are unlikely to be willing to modify their theory.... This, again, is the antithesis of the attitude of science.(68)

Fourth and finally, creationism is nontestable and nonfalsifiable. Mr. Novik argued in '81, "[T]here is no way of proving that God did *not* do any particular thing. In other words, creationism is not falsifiable."[7]

For these reasons alone, creationism ought to be barred from science classrooms. But the nature of creationism means its inclusion into curricula violates the Constitution. The Supreme Court, in *Lemon v. Kurtzman,* established a three-prong test to determine establishment-clause violations; only one prong need be violated. Creationism violates all three.

First, there is clear intent to advance religion. The *Journal of Law Reform* noted in 1982:

> Indeed, the motivation of those proposing the teaching of scientific creationism seems identical to the motivation of those who earlier advocated Biblical Creationism.... [T]here is ample proof of an impermissible religious purpose and motivation behind the...balanced treatment acts. (Whitehair 452)

Second, these acts have a primary effect of advancing religion. The *Ohio Northern [University] Law Review* explains in 1983:

> Taken as a whole, therefore, creation science and religious teachings cannot be separated. Merely requiring the teaching of creation science whenever a class considers evolution works to advance religion and violates the second prong of the *Lemon v. Kurtzman* test. (Dean 155).

Third and finally, creationism leads to entanglement. That same *Ohio Northern [University] Law Review* concludes that "[B]alanced treatment laws will excessively entangle the government with religion, in violation of the third prong of the *Lemon* test." (Dean 157) The conclusion of consitutional impermissibility is clear. The *Journal of Law Reform* explains in Winter 1982:

> [S]cientific creationism fails to fulfill its purportedly secular promise. In purpose and effect it advances fundamentalist religions and engenders an extensive government entanglement with religous issues. Mandating instruction in scientific creationism--even as part of a balanced treatment program--is an establishment of religion. (Whitehair 456)

---

[7]Source indicated.

The importance of church-state separation is seen in subpoint (B) church-state separation critical. We isolate several independent reasons. Initially, subpoint one, political tension. The framers of the Constitution kept religious and political affairs separate because of the divisiveness resulting from church involvement in state affairs. Senator Lowell Weicker argued in 1984:

> It is not a national football league franchise that they are fighting over in Lebanon. It is various religious factions that cannot accommodate to each other; that want to control the Government. The dying that goes on in Northern Ireland--religious factions are causing that dying. That is also history that preceded the founding of this Nation, whether it was the Catholics being murdered in England, whether it was Covenanters in Scotland, the Huguenots in France, Waldenses in Italy--that was the very history that gave birth to religious freedom in this Nation (S2399).

Next note subpoint two, tyranny. The involvement of religious groups threatens suppression of minorities and other authoritarian measures. Richard McMillan argued in 1984:

> [T]he oppression of human freedom leads only to individual and social disaster. Indeed, the history of religous establishments demonstrates that religion, when given governmental sanction and support, suppresses diversity and represses freedom. An establishment, therefore, is antithetical to representative democracy, as the Founding Fathers clearly understood. (48)

George Schultz agreed in 1985:

> In short, they understood that a free society required religious liberty. For without religious liberty, what other aspect of individual thought can be spared? Once the border of that sacred realm is crossed, all freedoms inevitably become vulnerable.
>
> What the American founders understood holds true today. Indeed, the close relationship between religious liberty and all other forms of individual freedom should be even more apparent to us in our own time.
>
> In the totalitarian societies of the modern world we see that religion is always among the first targets of repression. (237)

The societal impact is seen in subpoint (C) fundamentalism creates a new dark age. Initially, recognize that creationism and other fundamentalist intrusions into the classroom are a mechanism to convert people to their absolutist mindset. Professor Wood notes in '82, "Because of the dogmatism of 'scientific creationism,' authentic education is threatened by a process of indoctrination." (241) Ben Brodinsky adds in '83:

> The New Right has three approaches that seem most likely to enable them to achieve their goals. The first is searching out and destroying those elements in public schools that promote the education of

free, inquiring minds.... The third approach is injecting into the public classroom the quintessence of the Bible--with creationism as a beginning. (8-9)

Such methods are the only means for fundamentalists to take over. Douglas Futuyma concludes:

> [T]he creationist movement is an arm of a larger political movement, the New Right, that strives to replace the pluralism and open debate in our society with its version of absolute, unquestioned truth. The New Right feeds on absolute answers and absolute adherence to its beliefs. It finds justification for its social and political positions in one place: its literal and authoritarian interpretation of the Bible. It can sway people to its side only by inculcating in them the same kind of absolution and submission to authority. (220)

Also, evolution is important to teach modes of thought; Professor Futuyma explains in '83:

> Learning about evolution is not so important in itself as it is a context for learning how to think: how to derive conclusions logically, how to evaluate evidence, how to settle for tentative answers and...how to question...authority. (220)

Creationism conversely threatens that process of free thought. Professor Futuyma continues:

> Scientific creationism is an intolerable assault on education not merely because it is the antithesis of reason, but because it is opposed to the very foundation of true education: intellectual honesty.... Like the purveyors of cigarettes, laetrile, nuclear superiority, and instant spiritual enlightenment, scientific creationism teaches by its tactics more than by its words: truth is not the object of brave and honest search. Truth is whatever you can convince people it is. But to accede to these standards in education is to teach dishonesty and cowardice. (219-20)

The NAS [National Academy of Sciences] agreed in '84:

> No body of beliefs that has its origin in doctrinal material rather than scientific observation should be admissible as science in any science course. Incorporating the teaching of such doctrines into a science curriculum stifles the development of critical thinking patterns in the developing mind and seriously compromises the best interests of public education. (26)

The impact to this sort of thought is not merely destruction of true education, but also loss of freedom. Futuyma concludes:

> The history of fascism shows how important it is to decide between an education that trains people to accept the platitudes of authority and

> the appeal to emotion, and one that develops the habit of informed skepticism and rational decision.... Looked on in its larger context, the assault on evolution is an assault on...political freedom. (220)

More than a loss of freedom, the loss of critical thinking capacities will condemn the world to a new dark age. John Baker, Professor of Zoology, explains in April of 1986:

> Fundamentalism is a small but very visible aspect of that larger problem of anti-intellectualism which contributes both to a loss of will and to a loss of the desire and ability to do the difficult realistic thinking which is required to restore a sense of controlled destiny in our increasingly complex and problem-ridden society. (34)

He concludes that:

> Harm develops when a small group of intolerant believers manages to gain sufficient adherents to achieve political power. This leads to censorship, persecution, and a retreat of civilization.... Even in this century, the chaos resulting from simplistic thinking and intolerance could lead to a new dark age. (34)

The end result must be warfare. S.J. Wilson explains in 1984 that "So long as religious leaders refuse to give up their power to influence civil legislatures, there will be war" (16).

He concludes:

> Is Congress, now officially guided by the Bible, really going to continue to impose religious persecution on "godless" communists? If it means to do this, we will watch in vain for the dawn of peace. There will, in its stead, be a series of vindictive and censorial nuclear explosions. In useless self-defense, the "godless" will respond. The documents which enshrined separation will be consumed. Those of us who have tried to prevent Armageddon will disintegrate just as completely as those who have bent every effort to bring it about. (16,34)

Underview, evolution is good. (A) subpoint, does not violate establishment clause. *Loyola Law Review* in '82:

> Thus, while the establishment clause forbids religiously-based statutes that prohibit the teaching of a particular scientific theory, publicly sponsored presentation of evolutionary ideas encounters no establishment clause barriers. Evolutionary theory, in short, can be taught, but normally can not be banned.*

(B) subpoint here is that does not violate the free exercise. First is not forced to believe. *Journal of Law Reform*, Winter '82:

---

*Source indicated.

> [S]tudents exposed to the theory of evolution are neither forced nor encouraged to abandon religious beliefs. If the scientific method is properly presented, the student will realize that science limits itself to analysis of empirical data and avoids discussion of ultimate values or primary causes. (Whitehair 444).

Second, free to choose beliefs. *Ohio Northern University Law Review* in '83:

> Although the schools require an area of study which may intrude upon free exercise, the students are free to choose their own beliefs. In many respects, this is very similar to the other cases where plaintiffs challenged an avenue of study repulsive to religion." (Dean 149)

The (C) subpoint now presented is dogma. *Journal of Law Reform* in '82:

> But evolution theory is not presented as indisputable dogma by the scientific community. It is a malleable theory, subject to modification. It attempts to correlate logically a catalog of empirical data into a cogent whole. If another theory were to explain more data than evolutionary theory, that new theory would take hold in the scientific community. No such alternative, however, has been posited. (Whitehair 438)

The (D) subpoint is all courts agree with the affirmative. *Albany Law Review* explains in 1982: "Proponents of the Act argue that it is necessary to protect the religious freedom of fundamentalist school children. Yet this contention has been rejected by every court that has considered it under the framework of the free exercise clause." (Bing 936)

The (E) subpoint is evolution is true. Our first argument, testable and falsifiable. Williams '85:

> Clearly, although the theory is to some extent protected from falsification, it is not immune from falsification; and the very fact that thousands of biologists are using evolutionary theory in deriving predictions to test their own hypotheses means that evolutionary theory is at risk in thousands of tests. (209-10)

Novik continues in 1981:

> Of course we now know after hundreds of years examining the fossil record that the sequence of life forms appear as predicted by the theory of evolution. Thus, evolution was not falsified by this test, but it was nonetheless falsifiable and therefore scientific.[9]

---

[9]Source indicated.

It was universally supported. Ebert in '84: Scientists may disagree about some of the fine points of *how* one species or another evolved, but there is no substantial disagreement about evolution itself.[18]

Third, widely tested 1AC evidence above indicates this, and Williams in '85 continues: "As you may have suspected after reading these two predictions, tests of evolutionary theory not only exist, they are ubiquitous in the evolutionary literature." (209)

Fourth argument here is no gaps in fossil record. Futuyma in '83: "The creationist argument that if evolution were true we should have abundance of intermediate fossiles is built by exaggerating the richness of paleontological collections, by denying the transitional series that exist, and by distorting, or misunderstanding, the genetical theory of evolution" (191).
He continues,

> [T]he fossil record can never be fitted into a creationist interpretation. Nowhere does the absurdity of their arguments become more evident than in their frantic, fanciful attempts to explain the fossil record and the fact that more than 90 per cent of the species the Creator is supposed to have created became extinct, just as if no one cared (Futuyma 201-2).

Please help us to defeat the threat by voting affirmative and preserving separatism.

Cross Examination

Ouita Papka questioning Rabin

Papka: First, can I see the evidence on dark age? Rabin: Yeh. Papka: What does this talk about? This is something new. Rabin: Well, you want--pull the cards? Papka: David wants the evidence, and I want to figure out what's goin' on. Rabin: OK. This is the beginning of the (C) subpoint, and here's some more. The dark age starts with the Brodinsky card and two other cards under the (C) subpoint that says, the fundamentalists are attempting to take over-- Papka: I understand that, so what happens? The fundamentalists-- Rabin: The impact-- I'll get to that-- Papka: OK. The fundamentalists do what? Rabin: The fundamentalists do a lot of things as exemplified in the evidence. They have censorial--they censor things. They persecute. There is a loss of freedom. They create--they, you know, force more upon what they, quote, causes communism. Papka: So, if the fundamentalists use creationism to get into the school system, then we're doomed because they're bad. Right? That's the basic argument? Rabin: Fundamentalism is wrong, yes. Papka: OK.

Papka: Now, the (B) subpoint of the first advantage just says that violations of church and state snowball, so this is just an impact to these other arguments on the case, right? Rabin: More or less, yeh. Papka: OK.

---

[18]Source indicated.

Papka: Now, let's talk about the falsifiability of evolution. The last argument you say, there's no gaps in fossil records. Where's the -- where are any fossils-- have any fossils been found -- any creature that they think pre-existed man--like what are the incremental steps--where are the incremental fossils that got to man? Rabin: What do you mean? Go through each steps? Papka: Right. Rabin: Oh, I'm not sure of the specifics in the fossils and stuff. I--you know-- I don't see how that's relevant. Papka: OK. There are a lot of missing links in evolution, right? We don't have--man suddenly appeared, for example, in the fossil record. We did not evolve. Rabin: Futuyma card says, Ouita, the Futuyma cards that we read in the first affirmative at the bottom of the underview-- Papka: Are generic. Rabin: No, they're specific to this argument. It's talking about the creationist argument that if it were true there would be an abundance of intermediate fossils is empirically disproven. Papka: Why? Your evidence says that very nicely, but it doesn't explain anything about it. Rabin: Because it denies the transition--the--I'll tell you what it says. It denies the transitional series that exists, and misunderstands and distorts the genetic theory of evolution. Papka: OK. How did-- how did-- What-- OK-- What's the evolutionist's theory? Rabin: It's based off the Bible perceptions. Papka: What's the evolutionist theory of how the world began? Rabin: The evolutionist theory? Papka: Yeh, what started the spark? What, what? Rabin: Well, I mean, there are a number of different theories, you know. One is the big bang theory, and things like that. Papka: Right, and you have to take those on an act of faith, right? Rabin: No, not at all. Papka: No one can prove-- Rabin: No, not at all, not at all, not at -- no, that's wrong. Papka: OK. What's the evidence that supports that? Rabin: There's a lot of different ways to test this as a scientific hypothesis. Papka: How do you test how things started? Rabin: The criteria is given under the observations here, the (A) subpoint. Papka: I know what the criteria is. Where are they testing-- Rabin: And that--that criteria proves that it has been used to, use it as hypothesis. Papka: I want to see a test that you have--a study in the case that says they've tested this and it was true. Rabin: Well, we're not defending--we're not arguing-- Papka: How can you say, falsifiable, if you can't present a study? Rabin: What are you talking about? Present a study saying what? Papka: Present a study saying they tested this, and they found this was true or they found this was false. Rabin: The 1AC evidence on the underview says that all of the arguments denying this thesis are disproven by empirical data. Papka: OK. And I'm asking for -- Rabin: And it's testable. Papka:--quantification of that empiricle data. Rabin: The main criteria--wait, let me explain something. Also, the main thing is it'stestable, right? You can't test whether God exists. And that's the stuff isolated in observation two.

First Negative Constructive:

David Brownell, Kentucky

The University of Kentucky is pleased to be participating in this final round of the 1986 National Debate Tournament. Initially we would like to thank Dr. Zarefsky and the tournament staff for their excellent work. Dartmouth

College, especially Herb James and Ken Strange, the American Forensic Association and the Ford Foundation should also be commended for providing us with this opportunity. Our deepest thanks extend to the administration at the University of Kentucky, Elizabeth [Patterson], Paul [Flowers], David [Witt], Steve [Wells], Scott [Hodges], and, of course, the Kup [Eric Kupferberg]. We would also like to extend our appreciation to the following Wildcat Alumni: Mike [Mankins], Steve [Mancuso], Marie [Dzuris], Jeff [Jones], and Gary [Padgett]. Additionally, we would like to thank the good doctor without whose efforts our program would not exist and the good people at Maker's Mark distillary who have kept him under control all these years. Finally, and most importantly, our warmest thanks goes to Roger Solt whose unselfish work and personal sacrifices over the last six years have had a tremendous impact on all of our lives. I would also like to personally thank Ouita for all her dedication to the activity and her friendship, because without it we would have never made it to this point.

Control group counterplan. The affirmative plan shall be adopted in all public schools in the United States with the exception of a randomized sample of representative schools and school districts. Comprehensive evaluation of the effectiveness of the affirmative reform shall be undertaken by the education commission of the states with the exempted schools (not to exceed one percent of schools or school districts unless necessary to obtain sufficient sample size) serving as a control group. Determination of on balance disadvantageous outcomes will provide basis of repeal of affirmative. Optimal funding and enforcement. Negative speeches will indicate intent.

Observation one: counterplan non-topicality. (A) subpoint not all. The counterplan exempts a certain number of schools. It's not all or any of all class, because it's random. The (B) subpoint is plan and counterplan topicality burdens are reciprocal. We meet no greater burden than they do of topicality.

Observation two: competition. (A) subpoint mutual exclusivity. The plan acts on all schools; Counterplan on some. (B) subpoint net benefit. Effective evaluation requires the exemption of certain schools. That'll be the advantage. The (C) subpoint is redundancy. Though not perfectly redundant, we get most of their advantage. They have to prove a disad to not acting at all.

Observation three: Disposition. (A) subpoint is non-competitive and non-topical sections of the counterplan remain when the counterplan falls in the debate like any other non-germane argument. The (B) subpoint is status quo still an option. Just because the plan is better than the counterplan doesn't mean it's the best option.

The advantage: Optimal policy. The counterplan optimizes evolution. Mrs. Comfort in 1980: "The causal sequence of activities in the program was not clearly specified. The reports were, consequently, relatively useless in terms of providing the information to program administrators necessary to manage the program more effectively...."(43)

Current educational research lacks adequate controls. Yudof in '84: "And it is not at all clear that the advocates of the new consensus have solved the problem.... [M]uch of the research lacks...controls and consists...of anecdotes and intuitions...."(458) Solvency is from Walberg in '74: "[O]ne design method deserves emphasis here--true experiments, the random assign-

ment of individual students or educational units such as classes or schools to alternative educational programs or conditions.... [This is the] best way to detect probable causality" (8). Kennedy explains in '81: "Mosteller...and Gilbert..., for example, have pointed out the value of experimentation in the testing of innovations by demonstrating the frequency with which innovations turn out *not* to be as effective as anticipated." (67)

Disad one: Save the public schools. (A) subpoint they're on the brink of collapse. McClellan in '85: "It does seem clear...that there is a splintering in American education, a splintering that may represent an end to an ancient American dream that a universal public schooling could link diverse...[cultures]." (33)

The (B) subpoint is reform saves them. Bennett in '86: "I think that if the public schools come back in the way they should, you will see the number of people who send their kids to private scools going down, not up" (S2304). Edwords in 1981: "[P]arents have a right to choose...the sort of public education they want for their children, the quality of school officials they will support in office. But, if they accept the 'back to basics' model of education, if they want their children learning facts and not merely toying with opinions, then there is no ground for them approving 'equal time' for creationism in the science curriculum" (8).

The (C) subpoint is impact: Centralization. Burgess in '82: "[T]he schools have become the delivery system..., the voice of a vast interlocking bureaucratic order that stands ready to entertain the standardization of education..." (61). The systems are war prone as Kirkpatrick Sale says in 1980: "[T]he consolidation of nations...has gone hand in hand with...the waging of larger and ever-larger wars" (130-1). [11]

Next disad: Anthropological dehumanization. (A) subpoint the plan emphasizes evolution. That's bad. By teaching both, you would kill evolution. The (B) subpoint emphasis on animal affinities denigrates the uniquely human. [Lewis and] Towers in '73 [1972] "Now by thus equating man with his anthropoid cousins the enormous difference, due to the dawn of reason, the mastery of technology, the discovery of values and the creation of standards of conduct, is pushed into the background" (53).

The (C) subpoint is loss of uniqueness is disastrous. This is [Lewis and] Towers in '73 [1972]: "In so many people one perceives increasing cynicism and a great loss of confidence about man and his role. We live in a fool's paradise if we think that science will survive in the atmosphere of disillusion fostered by meaningless posturings of 'naked apes'. With the collapse of science will go the civilization to which it has given rise" (xv).

---

[11]Sale quotes Lewis Mumford: "Throughout history, he has shown, the consolidation of nations, the rise of governments, has gone hand in hand with the development of slavery, the creation of empires, the division of citizens into classes, the recurrence of civil protests and disorders, the erection of useless monuments, the despoliation of the land, and the urging of larger and ever-larger wars."

The next disad is evolutionary fatalism. (A) subpoint: Viewing man a part of nature destroys public confidence. This is from [Lewis and] Towers in '73 [1972]: "But popular writers on evolution often seem to suggest that all change is fundamentally random and therefore meaningless--a very dubious conclusion in the light of modern knowledge of the evolutionary process. The implication, however, is that *Homo sapiens* is as vulnerable and as futile as the dodo or dinosaur" (xvi). The (B) subpoint is fatalism is bad. This is [Lewis and] Towers in '73 [1972]: "Nuclear weapons are possibly less destructive than the insidious belief in the futility of all things. Courage and hope are what we are most in need of, not least in order to handle the problems of nuclear disarmament" (xviii).

The last disad is self fulfilling conflict. The (A) subpoint is anthropological/biological studies encourage beliefs in innate aggressiveness. [Lewis and] Towers in '73 [1972]:

> Ardrey sees his instinctive and hereditary instinct for possession as handed down through his ape ancestors to man, and, since "our infant species is not yet divorced from evolutionary process, nations, human as well as animal, will continue to obey the laws of the territorial imperative." Here, then, is the cause of modern war. (29)

The(B) subpoint is social conflict. This is [Lewis and] Towers in '73 [1972]: "[W]hen the history of the twentieth century comes to be written, we may well find the 1960's referred to as 'the decade of the naked ape': the decade of aggression, of drug abuse, of excessive permissiveness in sexual mores..." (ix). The (C) subpoint is effective decision making is destroyed. This is [Lewis and] Towers in '73 [1972] which is a flip on critical thinking: "The grave fault of all theories of innate wickedness is that they paralyze the mind and will, and reconcile people to a state of affairs which they come to regard as inevitable." (108)

Topicality. Observation one: Field context. (A) education is unique. Rowntree in '81: "Like every profession, education has its own diction, its own special language consisting both of terms peculiar to itself and of everyday terms used in peculiar ways" (v). (B) subpoint is precision is critical. Good in '73: "In clarification of concepts and terminology employed in educational writing, speaking, and teaching, it is important to remember the statement attributed to Mark Twain: 'The difference between the right word and almost the right word is the difference between lightning and lightning bug'" (ix). The (C) subpoint is preemptions. Broad is bad. Charters complains: "It was in the order of natural events that confusion should follow in the train of uncontrolled invention. Words came to have whatever meaning a person wished to give them." (xiii)

First violation: academic standards. (A) subpoint student achievement. This is Rowntree: "Academic standards. The performance or attainment level required of students in return for a specific level of recognition..."(2). They just demand a curriculum change to get out creationism. That certainly doesn't

increase achievement. The (B) subpoint is contextually. Content and standards are distinct. That's the Educational Visions Seminar (426-7). [12]

Next violation: More rigorous. (A) subpoint has to be defined comparatively. One, "more" is inherently comparative. *Words & Phrases* in '61: "More" is usually defined as "to a greater extent or degree" ("More." 211). Two subpoint: "Rigorous" is meaningless absent comparison. Any standard would be rigorous within its own confines. The third subpoint, additional standards moot "more rigorous." We could simply call for "more academic standards."

The (B) subpoint is the affirmative standard isn't more rigorous. First of all, a ban doesn't establish more rigorous standard. It would be less rigorous. They get things out of the curriculum. The second subpoint under this is evolution being more accurate making that more rigorous is just--is probabilistic, open to subject debate.

Case. The (B) subpoint on snowball. OK. The first argument is scientific creationism does not teach religion. Sutherland in '82: "We can evaluate the fossil record and other scientific evidence against the creation model and the evolutionary model. That is all we do in the science classroom." (Keith 13)

The second argument is scientific creationism is not a religion. Keith [Smith] in '82: "Contrary to the allegations...no creationist professors are seeking to 'require public schools to offer courses and textbooks that support the literal Genesis account of creation'" (Keith 110).

Third argument: Consistency with a religion does not make religion. Keith [Smith] in 1982: "[L]egal scholar Wendell R. Bird points out, 'being consistent with religious views does not make it a religion'" (Keith 110).

The next argument is evolution is the basis for religions belief. Keith [Morris] in '82: "In view of the fundamentally religous nature of evolution, it is not surprising to find that most world religions are themselves based on evolution" (Keith 67).

The next argument is evolution is a basis for religious thought. Keith [Morris] in '82: "In this perspective, it becomes obvious that most of the great world religions--Buddhism, Confucianism, Taoism, Hinduism, Animism, etc.--are based on evolution..." (Keith, 67).

The next argument is neither evolution nor creation is a theory. Sutherland in 1982: "It is true that neither of these is truely a [scientific] theory because neither meets any of the qualifications of a true scientific theory." (Keith 11-2)

The next argument is origins are beyond science. Keith [Tom Moore] in '82: "Scientific knowledge can only go so far as the things you can observe and things you can experiment with. This is why it is so difficult for me to teach the theory of evolution because origins--such as the origin of man, ...matter,...energy,...the earth,...universe--any origin is beyond the realm of science." (Keith 22)

---

[12]"The U.S. Department of Education compiling responses to its *A Nation at Risk* report cites the following state initiatives as of December 1983...: CONTENT, STANDARDS AND EXPECTATIONS, TIME, TEACHING, LEADERSHIP."

Observation two: It's bad. OK. The (A) subpoint is unconstitutional. The first argument: If there was a major constitutional violation for teaching creationism, the courts would uphold this. They wouldn't allow it to happen.

The second argument is this is just a legislation change. It doesn't entrench [unintelligible] value.

And the third argument is that church and state separation is strong right now. The plan doesn't increase it any.

The next argument is teaching both is constitutional. [Judge] Braswell [Braswell Dean] in '82: "[I]t is my belief that the passage of your bill to teach scientific creationism or scientific evolution are not only constitutional, but failure to teach either one without the other is, in my opinion, placing the government and the school board in an unneutral position, which would be unconstitutional. (Keith 18)

The next argument is science supports creationism. This is Keith [Weaver] in 1982: "Dr. Warren Weaver, formerly chairman of the board" [of the American Association for the Advancement of Science, said,] "Every new discovery of science is a further 'revelation' of the order which God has built into His universe." (Keith 55)

Next argument is creationism is a theory similar to Newtonian physics. Postman in 1986: "Of course, the story told by creationists is also a theory. That a theory has its origin in a religious metaphor or belief is irrelevant." (5)

The next argument is scientific law supports creationism. Sutherland in '82: "[E]very basic law in science indicates the universe could not have created itself. Therefore, this model postulates that everything was created by some intelligence or power external to the universe."(Keith 12)

(B) subpoint separation is critical. First argument is the plan leads to tunnel vision, because they teach a single perspective. Emmerij in '74:

> In the process of looking at educational development patterns over the past fifteen years or so, we were quite naturally led to examine what economists, sociologists, psychologists and educators had to say about educational policy goals, educational growth, educational planning and, of course, about what happens in the classroom. It is disturbing, but unfortunately normal, to note that these various disciplines pursued their investigations and queries in parallel and that, not unexpectedly in these circumstances, they have come up with a series of results and findings which, once related to each other, are not necessarily consistent. (vii)

Tunnel vision is bad. This is McGrath in 1976: "[A]lthough our colleges may be successful in producing well-informed and skilled specialists they do not turn out citizens broadly informed about the complex world in which they live." (vii)

The next argument is banning creationism violates church and state. This is Hahn in '82: "Both evolution and creation have religious and scientific aspects; neither is testable, falsifiable theory of empirical science...." (554)

The next argument is that creationism can be taught without religion. Geisler in 1982: "If teaching a part of a religion is automatically teaching that religion, then teaching values (such as freedom and tolerance) are also teaching

religion. But the courts have ruled that values can be taught apart from religion...." (29)

The next argument is democracy has no critical value. This is [T.W.] Moore in 1982: "[T]he term 'democracy' is capable of so many interpretations as to drain it of any descriptive precision." (129)

The next argument is true democratic control is a practical impossibility. Miller in 1981: "The basic question to ask is this: *Who in fact governs?*--not whether a major institution is 'democratically' governed. For that simply cannot be." (199)

The (C) subpoint dark age. The first argument is the New Right would backlash against the plan because they would hate things being in the schools. Crawford in 1980: "[T]he New Right feeds on discontent, anger, insecurity, and resentment, and flourishes on backlash politics. Through its interlocking network, it seeks to veto whatever it perceives to threaten its way of life...." (5)

Second argument is New Right has lost support. Walter in 1985: Neoconservatives are like American victory in Tet offensive. A statistical win, but a defeat overall.[13]

The next argument is they're unsuccessful at American support. *Time* in '85: "Conservative Protestant spokesmen, captive to their isolationist and even extremist past, still exhibit far more skill at seizing attention and infuriating outsiders than at winning support from concerned Americans through cogent, reasonable discussion." (Ostling, 57)

The next argument is banning creationism equals indoctrination. This is Bird in 1980: "In the days of the Scopes trial, public schools banned evolution and indoctrinated students in the Bible. That was unfair. Now, most public schools ban scientific creationism and indoctrinate students in evolution; it is the Scopes situation in reverse." (157)

The next argument is banning opposing beliefs leads to conformity of thought. Geisler in 1982: "John Scopes summed up well when he said, 'If you limit a teacher to only one side of anything the whole country will eventually have only one thought, be one individual.'" (29)

Underview: Evolution is not true. The first argument is there is no sound evidence. This is Bonner in '82: "The particular truth is simply that we have no reliable evidence as to the evolutionary sequence of invertibrate phyla. We do not know what group arose from what other group or whether, for instance, the transformation from Protozoa occurred once, twice, or many times...." (Keith 53)

The second argument is evolution doesn't have universal acceptance. Keith in '82: "Professor Thodosius Dobzhansky, a leading spokesman for evolution has said that 'it would be wrong to say that the biological theory of evolution has gained universal acceptance among biologists or even among geneticists." (Keith 52)

The next argument is evolution is an act of faith. Jastrow in '82: "The second theory [evolution] is also an act of faith." (Keith 46)

---

[13]Source indicated.

The next argument is evolution is a mere hypothesis. Huxley in '82: [E]volution was not an established theory but a tentative hypothesis." (Keith 52)

The next argument is it is an impossibility. Keith [Tom Moore] in 1982: "From what we know based on scientific facts, and what we know through observation and experimentation, the theory of evolution is an impossibility." (Keith, 25)

The next argument is evolution that is taught in schools is incorrect. *Newsweek* in '82 [80]: "Evidence from fossils now points overwhelmingly away from the classical Darwinism which most Americans learned in school: that new species evolve out of existing ones by the gradual accumulation of small changes...." (Keith, 43)

Next argument is no fossils support evolution. Patterson in 1982: "I will lay it on the line--there is not one such fossil for which one could make a watertight argument. The reason is that statements about ancestry and decent are not applicable in the fossil record" (Keith 15).

The next argument is Darwinian evolution is a hoax. Keith in '82: "...Darwinian evolution is a hoax, perhaps the greatest hoax of the twentieth century." (4)

The next argument is no proof exists for evolution. Keith in 1982: "[T]here is not one shred of proof supporting evolution. Rather, it is a metaphysical research program." (4-5)

The next argument is no missing links found in evolution. This is Keith in '82: "Since Charles Darwin published his famous book...not one 'missing' link or half-man and half-monkey-like creature has ever been found." (6)

The next argument is the fact of evolution is based on inference. This is Postman in '86: "Even the 'fact' that evolution occurred is based on high levels of inference and supposition. Fossil remains, for example, are sometimes ambiguous in their meaning and have generated diverse interpretations." (5)

The next argument is no scientist can prove it. Keith in '82: "Robert [A.] Millikan.... In an address to the American Chemical Society, he said: 'The pathetic thing about it is that many scientists are trying to prove the doctrine of evolution, which no scientist can do.'" (Keith 54)

The next argument is it's a myth. Keith in '82: "Loren Eisley, a leading evolutionist, says: 'With the failure of these many efforts, science was left in the somewhat embarrassing position of having to postulate theories of living origins which it could not demonstrate.'" (Keith 54). The next argument is evidence does not support. Keith in [Thompson] '82: "As we know, there is a great divergence of opinion among biologists, not only about the causes of evolution but even about the actual process. This divergence exists because the evidence is unsatisfactory and does not permit any certain conclusion." (Keith 54)

Cross-Examination

Stuart Rabin questioning Brownell

Rabin: OK. Let's talk about the New Right stuff on case. Brownell: OK. Rabin: All right. First argument is the backlash. What--why will they

backlash? Brownell: Our argument is that they backlash against--Rabin: Against the plan, right, I understand. What's it like? Brownell: They do things in the schools. Rabin: OK. Is this specific to the affirmative at all? Brownell: No, it's just talking about general backlash politics. Rabin: OK. OK. Brownell: It just says they thrive on backlash. Rabin: OK. Why doesn't the second response take out the first response? Brownell: Well, I mean, if you want to grant--if you want to kick out the (C) subpoint, I'll kick out the-- Rabin: Wait. Why do we have to grant out the (C) subpoint? Second response talks about backlash mechanisms. There's no support in the present system, right? Our case evidence says they gain support through the affirmative mechanism, and we stop that. Brownell: No, No. That's our argument-- Our argument is the flip side of that, that they gain support-- Rabin: I understand what your argument is. Why can't the second argument just-- Brownell: The arguments two and three are not dependent on backlash politics; they're dependent on the power base of the New Right in general. Rabin: And the argument is there's no support for the New Right in general, right? Brownell: Right, and if it's true-- Rabin: Great, and our evidence in 1AC says, they gain support in the future. Brownell: No, that's not what those cards say. Rabin: Our 1AC evidence doesn't say? Brownell: That's right. Rabin: Well, where do you argue that, David? I mean-- Brownell: That's not an argument-- Rabin: What's your third answer here? Brownell: Mike, flip on the assumption-- Rabin: What's your third answer here? Brownell: Um, I'll get the card. I don't know if--

Rabin: All right, while we're doing that, you have up above on the (A) subpoint of observation two, right, that they're constitutional, and this evidence, a lot of it, is from Mr. Bird. Are you familiar with his qualifications? Brownell: Um, I think he's qualified. Rabin: OK [laughter] Brownell: I mean, I don't have his qualifications-- Rabin: Are you familiar that every court that has ever heard his arguments in other context, obviously, you know, through court decisions, have rejected them. Brownell: That's irrelevant. Rabin: Why? All our 1AC criteria established through *Lemon v. Kurtzman*, right, Supreme Court test, says our plan is consistent with controlling constitutional doctrine. Brownell: That doesn't mean--that doesn't mean the courts are right. That doesn't mean Bird is wrong. Rabin: It's a Supreme Court decision. I mean, where's the evidence indicting the Supreme Court decision? Brownell: I mean, we have, we have, we have, we're reading twenty cards on each article-- Rabin: This is a law review student or Bird's opinion, right? Brownell: No, it's not-- Rabin: Compared with criteria established in the first affirmative which is *Lemon v. Kurtzman*, right? Brownell: You're making an absurd generalization about our evidence. Rabin: Is there any response that deals with the entanglement or the primary effects? Brownell: Yes, All these-- I mean, all the church-state arguments, all the truth, all the mind control stuff, all this stuff is, direct flip on the case, I think. Rabin: All right. OK. Right. Right. OK.

Rabin: All right. Let's talk about topicality. More rigorous. Explain the violation, please. Brownell: That a ban is not rigorous, but your argument will be that you're more rigorous, because you're accurate, but accurate's probabilistic, I mean, that's based on your interpretation of it. I mean, you're not proving evolution at this point. Rabin: Thank you.

Second Affirmative Constructive:

Michael Mazarr, Georgetown

He reads a lot of cards on case, but doesn't answer anything from the first affirmative which all proves his is wrong. His evidence is ludicrous. [Unintelligible] in 1AC is dropped. They have the influence now. Beat 'em with snowball. Group one through three. Teach religion equals--is not a religion consistent.

First of all, all materials violate. That is *Journal of Contemporary Law* '83: "[T]he evidence presented in *McLean* indicated to the court that all available creationists' materials were unacceptable for public schools because they were permeated with religious references and reliance upon religious beliefs" (Scheid 103).

Two, violates establishment clause. 1AC evidence is all dropped. Also, *Albany Law Review* in 1982: "Like the posting of the Ten Commandments on the schoolroom walls, which was condemned in *Stone v. Graham*, the only effect instruction in creation-science can have is to encourage students to accept the state-presented religous beliefs as their own." (Bing 934)

Three, drop all 1AC mechanisms. The stuff down below on the (C) subpoint, yeh, the evidence down below in contention two is dropped, indicating all the specific reasons why it violates, the substance is not taken out. Now, he's for evolution equals religion. Apply the same thing. That's taken out by the underview evidence which indicates it is not. No further [unintelligible.]

He says, next, is--neither is theory. Well, you know, evolution is falsifiable. I'll read down below in his evidence.

He says, next, origins are beyond science. That's right. The origins are beyond science. That's why evolution is not making conclusions about the origins of man, but creationism does, and that makes it not science. Against all that you're indicating, no snowball in the future and [unintelligible].

Observation two. It's bad. He says, courts would have ruled. Well, they have ruled out. They say, it's bad. [Unintelligible.] He's alleging it's not entrenchable. We do it through the courts also, plus it would entrench. He has no cards. He says church and state strong now. Reads no cards. Our evidence indicates it'll go away.

He says, next, not bother Constitution. First of all,--on easily constitutional. First of all, courts disagree. Evidence on the bottom will indicate that all courts agree with us that, you know, it's unconstitutional, and evolution not. First of all, we take it out with 1AC evidence.

He says, scientific and creationism is theory. First of all, 1AC evidence takes it out. He drops the evidence here indicates that there is no positive evidence. You know--assumes a God. Not scientific method. Not testable. It's all dropped. He does not respond to it. He says, one assumes existence of God. Certainly that can all be proved, and that is not testable, and therefore, it is not a scientific theory. Next point, unconstitutional. Even if it may be a scientific theory, it is not a scientific--is not the right kind of scientific theory to be taught in classes. It is assumptions.

He says, scientific law. That's 1AC, and that is dropped.

Now, all this talk about unconstitutional he drops. [Unintelligible.] He just reads cards.

(B) subpoint, church state separation crucial. Leads to tunnel vision. Group that one and two. First of all, evolution equals critical thinking. That is 1AC evidence that drops from the (C) subpoint indicating that we would stop tunnel vision. Two subpoint, fundamentalism is worse--is uniform dogma. That'll be worse tunnel vision than evolution which allows [unintelligible]. Three subpoint, no specific evidence [unintelligible] to creationism.

He says, ban violates. That's underview. He says, creationism can be taught without [religion]. No, the above evidence takes out. No creationist materials can be taught without it.

He says, democracy has no value. He says, first of all, war. Walter evidence on the (C) subpoint indicates that you have to stop war. Secondly, tyranny is bad. You'll in general--presumes it is bad. Deomocracy's value. Three subpoint, liberty's key for environment. McCloskey in '83: "Many of the important ecological measures that today are being implemented are being implemented in democracies because they allow free discussion, [and] dissemination of information..." (157). That's a pretty clearly reasonable card saying it's bad. He says, you know, they can't have true control. Well, it's enough control. Tyranny is worse. That just presumes.

Now, (C) to our case. He says, backlash. First of all, not empirical. Abortion. You know, they have not backlashed empirically on abortion. They certainly would not--do that now. *Time* '85: "The Supreme Court's 1973 legalization of this procedure is perhaps the single most important cause now energizing conservative churches" (Ostling 52). Two, not empirically creationism have banned. Creationism in the past may. Not a backlash there. The only way, the Futuyma evidence in 1AC indicates that [unintelligible] is the only way they can take part. Not backlash.

Group two and three. First of all, takes out number one. Right? The [unintelligible] so they can't backlash. [Unintelligible] scenario. Right? They don't have the support now, but when they inculcate people through the schools, the 1AC evidence indicates they will, and then they can take power. [Unintelligible.] Group ban, indoctrinate, etc. This is all taken out below in the underview. Now, he drops all the dark age stuff--war, tyranny, and that's absolute from fundamentalist takeover.

Evolution good. He says, no evidence. That is Futuyma evidence [unintelligible]. It is taken out. He says , not universal. We've [unintelligible] '84 evidence, it is universal. He says, requires act of faith. No, all courts would disagree with this. This is just, you know, all courts disagree it's a Constitutional issue. He uses--he says, hypothesis. No, that's--they destroy hypothesis. It is, you know, falsifiable which creationism is not. Certainly [unintelligible]. He says, impossible to verify. That's ludicrous. Of course, it is. 1AC indicates it has been tested, and therefore, it's possible. He says, taught and wrong. No, that is only in small areas. Plus, in general, it is not unconstitutional. Even the way it is taught, as 1AC decision will indicate that. He says, no fossils. That is down below. But Futuyma evidence indicates on the--down below on this point--indicates no gaps. He says Darwin is hoax. No, there is no evidence for this. 1AC evidence indicates it's tested. It

certainly is empirical. He says, no proof. It's empirical. 1AC evidence. He says, no missing links. Well, the 1AC indicates it's certainly testable and falsifiable. The important thing to remember is there may be small problems with evolution, but it is still testable and falsifiable as a theory which his evidence here proves. If these things are true, it is a false theory, and that's OK, because it was always the falsifiable theory that can be taught in science classes. Creationism is not falsifiable. That equals independent violation. He says, equals interference, etc. That is taken out by 1AC evidence indicating that's [unintelligible]. He says, no, scientist prove. 1AC evidence in the (D) or (E) subpoint indicates that it is testable and falsifiable, it has been supported, and they empirically do prove it. He says, myth. Of course, not a myth. They have many fossils. Well, Futuyma takes this out. He says, that does not support. You know, 1AC evidence says, it's tested. He just doesn't respond to this evidence, indicating there's no gaps in the fossil record. It is widely tested. But remember, all of his critiques feed our position, that it's a falsifiable theory. Even if it's wrong, if it's taught as a theory which it is, and as long as it is theory, it doesn't violate the Constitution, but creationism does.

T[opicality]. He says, observation on field context. First of all, we will meet field context. We have, you know, we have a field contextual definitions, and that will be down below.

(B) subpoint, most precise. We will have most precise definitions. That will be analysis on the specific violation. Three subpoint, different within the field. I.e., there are differing definitions within the field, and that, therefore, you know, ours would be best.

He says (C) subpoint, broad is best. First of all, no rationale. Why is broad bad? Must give certain leeway. In other words, the affirmative definitions will prove leeway. Three subpoint, definitions will be most precise anyway, and so it will be best.

Now, he says, academic standard. First, number one, standard is curricular--curriculum any.

[Unintelligible] '73: Standard academic [unintelligible] curriculum maintained by our school.[18]

Two subpoint, isn't moral role. [Unintelligible] such as art which cannot be tested through the testing definition. Three subpoint, testing is bad. Discriminates, causes stress, therefore, should not use standard. Four, just a limiting. Anything can be tested, therefore, our center is just as limiting as his, and certainly is contextual as well. Five subpoint, artificial. His definition establishes an artificial level to stop it at--tests--,and he gives no reason why. In number six, requires effect. You have to see the effects of the plan, i.e., solvency, increasing achievement in order to get this definition. It's a bad definition, because you should not be getting mixed burden.

Now, he says, more rigor. First of all, it's comparable with the status quo. Right now, they're not enforcing. We enforce it. Two subpoint, is not merely--not merely--same set of school standard. He has no cards here. All cards indicate we would increase rigor.

---

[18]Source indicated.

He says, bad. Not increase rigor. First of all, [unintelligible]. The standard justifies. A ban--a bad food center--would ban bad--food as well as a lot of good one. Two subpoint, no specific definition. Our definition on economic standards is above--takes it out. Reestablishes the [unintelligible] of the curriculum by banning one component. Three subpoint, empirically OK. Last you'll hear about wrecks whole case, and that's OK. He says, evolution's on the take out. That's OK. We're arguing curricular standard.

Now, the disads. On--on this disad, first of all-- now initially these cards have no links--do not uniquely increase evolution. He says, also on brink. First of all, this is '81 evidence. Evidence is old, and--on brink. Two subpoint, no specific reform. No reform evidence. [Unintelligible], and no link to the affirmative. Reason why ban will take out. In other words, we are banning, so we're not equal new reform. Four--not. Take out. Four subpoint, not unique. Ban all over. Creationism is banned all over the status quo. Evolution is taught most places. Why isn't the disad occurring now? And, you know, the affirmative's going [unintelligible]. Four, question of how much we increase this. Five, case outweighs contradictions--case outweighs impact. We stop these wars that they're talking about in terms of save humanity. Number--next, and that is, no link. Link is not to back to basics. In other words, the specific link on the (B) subpoint is not talking about back to basics, whereas the below card on creationism is. Number next, not--creationism does not--the creationism link does not say you hurt back to basics. This card is terrible. The link he argues in the last subpoint--or that he applies to the (B) subpoint, creationism, is awful.

Now, next, he said, dehumanizing. First of all, not emphasizes. I.e., we do not uniquely emphasize evolution. [Unintelligible] in minimal fashion. Two subpoint, not unique. Taught in status quo. Taught all over right now, and that, you know, there is no [unintelligible] back to the affirmative. Three subpoint, both not kill. He reads no evidence on the (A) subpoint indicating teaching the two kills it. Fourth subpoint--and that is, turnaround. Increase humanization. 1AC evidence indicates, you increase, you better increase humanist with the affirmative. Five subpoint, no new humanity empirical. Futuyma in '83: "The creationist appeal to emotion takes many forms, but none is more unjustified than their repeated attempts to blame evolutionary science for racism, Nazism, and the ethics of self-interest" (181).

Number next, turnaround. Creationism in the classroom increases discussion of evolution. (A) Evolution poorly understood. *Humanist*, November '75 [Edwords, Nov./Dec. '85]: "[P]ublic school science teachers are often woefully untutored in the latest developments" (34). (B) Promotes understanding. Stewart in '83: "Any increase in teachers' and students' understanding of evolutionary theory, then, could easily result in a more coherent view of all biology" (39). He [Stewart] delineates the mechanisms: "One possibility would be for teachers to become familiar with creationist writings.... [T]eachers would be required to increase their knowledge of evolution" (39)

Last disad, evolutionary fatality. First of all, not empirical. I.e., you know, not empirical--not empirical in the future--has not been empirical in the past. We don't have any fatalism right now. Evidence does not--isn't, does not--is empirical. Reason why not uniquely occurring now, evolution is taught in the status quo. Three subpoint, not stop all evolutionary belief. Will still

occur now. [Unintelligible] to the case. First of all, evidence on case turns this, indicating that we would stop fatalism. Fundamentalism equals worse fatalism and war. Five subpoint, popular evolution--this is talking about popular evolution, not the evolution that we will teach in the schools or is taught in the shcools. He is not talking about the way it's presented to the world. Sixth subpoint, we do not institutionalize evolution. That is above. Seventh subpoint, turn. Equal time turns this.

Last disad, conflict. Now, the above response will all take this out. It's non-unique. Evolution is already taught. First of all, it's not unique. Evolution is already taught in the status quo. Here's the point. Turnaround. Case stops wars. We decrease the amount of aggression. Fundamentalism equals more aggression than on case. (B)subpoint is taken out above in terms of the turns, etc. All the above stuff takes it out, because the link is adapted the same, that is, teaching of evolutionary theory. All this disads are the same. They're all pretty poor.

OK. Counterplan. T[opicality] we'll grant 'em. It does not apply to the affirmative. On mutual exclusivity. Number one, do not get case advantage. In other words, you still have snowball from the small area. If you examine any part of the plan, if you still [unintelligible]. The (C) subpoint evidence takes that out. Two subpoint is unconstitutional. No matter what they exempt, it is still unconstitutional in those specific schools, and therefore, it would be bad. Three, nothing to study. How can you study Constitutional issues. Right? This is not a studyable issue. Four, do all that exempt later. You could do all--you know, do it all now, and then exempt later, and study then. Five [unintelligible] first for the year, and then do the plan, and it certainly would justify that. You get the study, and then you can do the plan. Six, do all over, except--we do all accept the class. The specific class is this one percent. We could exempt them out. Seventh subpoint, no mechanisms for study. How would you study Constitutional violations. Must provide mechanism in order to do this.

(B) subpoint, [unintelligible]. First of all, research is a delay tactic. Professors Rein and White in '77: Research is commissioned in the service of political positioning. A symbolic gesture can substitute for definite, but risky, political action. Systematic research buys time for political leaders, while maintaining the commitment to action.[15]

Two, shouldn't wait too long. *New Republic* '75: "If we just sat down and waited until all the research was in, it'd be too late to do anything." (Muskie 19) [16]

Three, delay equals policy paralysis. Hanft in '81: There will always be uncertainty, even with adequate data. There will never be enough data or data that precisely answer a specific question. If we were to wait until every uncertainty was eliminated, we would make few public policy decisions.[17]

---

[15]Source indicated.

[16]Remark in connection with discussion of the 1972 Clean Water Act which was authored by Sen. Muskie.

[17]Source indicated.

Four, democracy acts with imperfect data. Hanft in '81: There will never be enough relevant data on a specific issue to satisfy a competent policy analyst. Nevertheless, there will often be a need to act--to make political, social, and economic decisions.[18]

Five, the best research evaluates past policy. You should do plan first. Wilson '81: [F]or scholars to know anything at all about what works, it is often necessary for the government to try a new policy under circumstances that permit independent observers to find out what happens. ;[19]

Six, research leads to frustration, not policy. Professors Rein and White '77: Along with the growth of research there has grown a chronic sense of frustration, among both those who carry out the research and those who commission it. The feeling is that research does not really serve to guide policy, or is misused, or lies on a shelf unused.[20]

Therefore, it's bad.

He says, (C), redundancy. First of all, [unintelligible]. Anything is redundant. You can just claim it for an advantage. Best solvency if you do both, therefore, you know, they do not get our advantage. First of all, don't get the advantage. It's not redundant, because you could have a snowball off these small schools.

He says, the advantage--observation three, disposition. He says, falls. No. Assumes it is conditional. Most affirmative counterplans are conditional.

He says status quo is an option. No. The negative in the debate has taken the policy option of getting all the affirmative, except in the small places, and then, you know, must apply to them until they do otherwise. He says the advantage was taken up by all the above turns.

Now, these disads, the--the main, you know, policy of the round all link off evolution, increasing evolution, you know, I mean, I know I repeated myself on some of the answers, but the point is, these links are horrible. No where do they prove we increase the teaching of evolution. You know, we just don't do it.

Cross-Examination

David Brownell questioning Mazarr

Brownell: Save the public schools, right? Mazarr: Right. Brownell: What's the argument, not unique, it's banned, creationism is banned all over, so we hardly have creationism anywhere, right? Mazarr: The *Humanist* evidence is, like, the fifth card on the observation one or contention one, observation one, says that its proliferating. Brownell: Well, that's right, but right now it's only mandated in two states-- Mazarr: I--I know-- Brownell:--some localities, and everywhere else doesn't do it. Mazarr: The Ellis evidence says it'll be in twenty-one states soon though. Brownell: No, that--well, that evidence says that policy proposals are before twenty-one states.

---

[18]Source indicated.
[19]Source indicated.
[20]Source indicated.

Mazarr: Right. Brownell: The point is, it doesn't matter if will be there soon, right? This disad should be occurring if it's not being taught now. Mazarr: Right, but--but I mean at least--at least the evidence on inherency indicates the trends toward creationism, right? I mean, you make it sound-- Mazarr: In the long term, yes. Brownell: You make it sound like the trend's against creationism or about to inks it out, but we leave it in a few-- we're leaving it in a few schools. We need to get rid of it. It's clearly not that. Mazaar: Well, it's a long term trend towards it, but, you know, how much--you know, you have to--the disad will certainly occur in the interim. You know--you have to prove when--you know, at what point, how many schools have to teach creationism to stop the disad. That's pretty--that's pretty thin.

Brownell: All right. Topicality. Mazarr: Yeh. Brownell: Your third argument, testing's bad. What--you could--testing--what testing's-- All right, we shouldn't have testing as a standard. Mazarr: Yeh. You shouldn't use it as a standard to evaluate kids. It's bad. Brownell: When do we look--when do we look at the, ah--oh, OK. But, I mean, if--but that's irrelevant if academic standards still demanding a test, right? Mazarr: No, it's not, because if it demands a test, then it demands something that's a bad model of measurement.

Brownell: OK. Your fourth argument is anything can be tested. What, you can what, you can test art, so anything's topical? Mazarr: No, well, yeh, I'm saying if your definition just says it has to be an achievement standard, you could have an achievement standard for anything. You know, you can achieve on-- Brownell: You mean you could give kids a test for an art class, right, and that would be a higher academic standard by my definition. Mazarr: All I'm saying is your definition allows you to give a test-- Brownell: I--I know-- Mazarr: --to test any subject-- Brownell: --is that the example? Mazarr: so it's not limited. Brownell: Right, exactly. OK. So that's the reason. That's-- Mazaar: Right.

Brownell: OK. Control group. Conditionality, right? Mazarr: Right. Brownell: The first argument is assumes it's conditional, what? So if I say the counterplan is conditional, then I don't have to defend it? Mazarr: Then you don't have to defend it? Brownell: Right, I mean, I can kick it out? Mazarr: No, no. You have to--you have to justify-- Brownell:--conditionality. Mazarr:--because, as of now, it's your policy. I mean justify kicking it out if the status quo's going to--if you're going to collapse down to the status quo. Brownell: All right, so if I justify kicking it out--I mean, what? There aren't any arguments why conditionality is bad here, are there? Mazarr: No, no, no, if you just--if you just--yeh, right. Brownell: That's fine. Right.

Brownell: Case side. Mazarr: OK. Brownell: You say that the courts disagree, right? Mazarr: Yeh, with your evidence.

Second Negative Constructive

Ouita Papka, Kentucky

I would like to note that this is the fourth year in a row that a woman has participated in the final round of the National Debate Tournament. Although this is surely a sign of how far the debate activity has come in the last few years, it is particularly due to the firm support of Roger Solt and his belief in the need to provide equal opportunity for women in the activity. Now, looking toward the future, we hope this initial progress will be furthered by active efforts on the part of the entire community to further involve women as both debaters and coaches. Special regard should be given to the other women in the elimination rounds: Missy Deem, Christine Mahoney, Catherine Palczewski, and Maria Salterio. Let's do it. I am woman. Hear me roar. [Applause].

The first argument--on the inherency, he says, local--his proliferation card says, the local interests are proliferating. This proves an immediate trend to--to creationism which will give us uniqueness on the disads here. This--they're trying to overclaim--declaim their evidence now. They've established a definite trend toward creationism. Gives us a link to the disad.

Now on New Right backlash, he says, that it's not empirical, it's a backlash. First of all, the New Right is behind creationism. As Brodinsky says in 1983: "The third approach is injecting into the public classroom the quintessence of the Bible--with creationism as the beginning. It is relatively easy for scientists and science educators to refute the absurdities of creationism as preached by the dogmatic fundamentalists." (8-9)

Second argument is public schools are advocating. Hill and Owen say in 1982: "The public schools, after all, have been one of the two central institutions in American society held to be virtually sacred. The NPRP correctly perceives their importance, even if it cannot give the reason for it. By being instruments for cementing a national identity and generating a social consensus, public schools have played an indispensable role in the life of a society that has no formal symbols of unification such as the monarchies and established churches of European nations." (21-2)

Next argument is now is the crucial time. Viguerie says in 1985:

> We're seeing a titanic and historic battle shaping up between the Left and Right. You can just see the small squads, platoons, and companies coming toward each other's positions for an historic Gettysburg-type battle. In the next four to six years one side will be dominant and probably will prevail into the 21st century. (11)

The next argument is we're on the brink of backlash. Kincheloe in 1985: "[A]fter watching liberals attempt for years to use the schools as vehicles to promote feminism, pacifism, and collectivism, the New Right, armed with its new clout, seems to be saying: 'now it's our turn'" (10).

They'll take control once they backlash. Kincheloe says in '85:

> Jerry Falwell stated early in the campaign that his earnest desire was 'that in this election...the President will not only win, but we will win also in the House and the Senate so that in the next four years he can do the things that the American people want him to do.' Falwell's and other evangelicals' mailings to voters emphasize this aspect of the New Right campaign. (11)

He says, there's no empirically backlash elsewhere. But their case side says, they're making high inroads. Now, if this is so important to the New Right, what do you think they're going to do, lay down and let 'em ban creationism. Hell, no, they're going to go, and they're going to backlash.

The next argument is, the next disad is, save the public schools. He says, first, there's no link. First of all, yes. Teaching the curriculum kills the basics. That's the second card on the (B) subpoint. Our argument is that creationism is good because it equals bad education which increases exodus from the public schools. The next--the card comes from *Journal of Contemporary Law* 1983:

> [T]he dual model approach will have to be applied in many courses other than science courses, because, at some time or other, courses like English and social studies also involve examination of ideas that may conflict with tenets of some religions. The problem is that if consistently and completely applied, the dual model approach would make a shambles of any school curriculum. (117-8)

The next argument is trades off with areas. Frederick Edwords says in 1981:

> In our day and age, classroom time in the sciences is at a premium, particularly in the secondary schools where the entire field must be covered in one junior or senior high school year. With so much to teach, there is simply no room for side-issues, controversies scientists don't take seriously, wild new proposals, and the like. The student has his or her hands full just mastering the basic material. (19)

He says on the (A) subpoint that it's '81 evidence. This is not true. It's '85 and '86 evidence. They're on the brink. Also that teaching creationism as the trend would indicate is going to kill that--kill education which would be good. He says, there's no specific reform. First of all, it is talking about--that my evidence is on point to creationism above. It would decrease the quality of education. Secondly, other reforms are not unique. Other reforms--this unique disad. Lieberman says in February 17th '86: "Educational reform has been and remains a controversial issue. But despite several years of consciousness raising, significant reform has not occurred and will not occur in the near future" (135).

Perception of reform won't persist. Lieberman says in 1986:

> [S]ome states, for example, have begun requiring more credits in science, math, and English for high school graduation. What often happens, however, is that schools simply apply these labels to distinctly nonrigorous courses. The fiction that this is improvement cannot be sustained forever. We are at the threshold of widespread disenchantment with the reform movement. (135)

The next argument is disenchantment.

The next argument is that status quo efforts will not thwart private flight. The plan is the unique cause of the disadvantage. Gartner says in 1984:

> Simply, the schools will change little in the latter 1980's, in spite of increased palaver on their behalf. Citizens will continue to worry about the quality of learning of the younger generation, and a growing number of attentive parents will continue to seek superior alternatives to the traditional schools for their children--to "magnet" schools, private schools, public schools in wealthy, homogeneous suburbs. The bulk of the funds for the schools' support will continue to flow from the state and local coffers, allocated in familiar ways. The basic rituals of schoolkeeping will be safe, untouched yet by powerful tides. (115)

OK. That's enough there.

He says, the ban would take this out. This is the second link, and taking out creationism just increases the quality of the curriculum, right? Because you take it out, they have more time to teach other things. It doesn't destroy the basics, etc. My argument--my card says it makes shambles of the curriculum which I think is a very good link.

The next argument is, he says, it's not unique. We've already banned this all over. First of all, the trend is to entrenching creationism. Secondly, you know, they would still destroy the curriculum. Be good.

Now, they're enhancing evidence is incredibly good here. It's very, very good, and it says proliferating. It's getting into millions of local areas, and I think this is good enough link for the disad.

He says, five, threshold. The time is now. I'm reading '85 and '86 evidence. Additionally, down below--this is not--this is not a definitive argument. What's the threshold here? And later this threshold becomes a threshold on centralization. I'm going to read new cards, so just prepare yourself for it.

The sixth argument is, he says, the case would outweigh. First of all, we impact his case in war. This certainly gets their war on the other side. The second argument is, the public schools promote a public orthodoxy. Arons says in 1983:

> [T]he pressure of majority-approved socialization has so seriously restricted the ability of some families to preserve or develop unorthodox values and unpopular beliefs, that it is fair to refer to the prevailing school practices of any era as a form of publicly sponsored orthodoxy. This is true as far back as Horace Mann's efforts to make Christianity the basis of public-school reform and as recently as the debates over Darwinism and creationism in high-school science tests. (x-xi)

The next argument is, state control of education limits democracy. Katz says in 1982: "[I]n dominating the schooling enterprise, the state imposes its

own goals upon teachers and students--it eliminates the process of democratic problem solving and decision making..." (215).

The next argument is it threatens--it's a form of--public schools that are foremost threat to liberty creating an on balance comparison between evidence. Ours is superior. Joel Spring says in 1981-82:

> William Godwin, considered national systems of education one of the foremost dangers to freedom and liberty. Godwin argued that the two main objects of human power were government and education. Of these two, education was the most powerful because "government must always depend upon the opinion of the governed. Let the most oppressed people under heaven once change their way of thinking and they are free." If individuals can control the opinion of the people through education then they can control government. (81)

Next argument is--ah. That's enough. Oh, the last argument is public schools inherently suppresses dissenting views. Arons says in 1983: "[S]o long as the law requires that contests for control of school socialization be decided on political majorities, there will always be dissenters whose beliefs and world views have been banned from the schools in violation of the Constitution" (2). Please put a star by that card. It'll become clear later.

Seventh argument, he says, no link back to basics. That's explained above. He says, (A) creationism not say you hurt back to basics. These are all assertions. There's no cards here. They should have read their cards in 2AC. New cards would be new.

OK. Dehuminization. He says, first, there's no emphasis. First, they're teaching, you know, they're--they eliminate all the alternatives. There is an emphasis on evolution, because creationism is now not allowed in schools whatsoever, so what are they going to teach? Evolution. Now, that's the only alternative theory that can be taught.

The second argument is mandated creationism would end the teaching of evolution. Edwords says in 1980:

> This bill would not prohibit the teaching of evolution, at least not in so many words. But any school that undertook to acknowledge the theory of evolution--whether in class or merely on its library shelves--would have to give "balanced treatment" to what is called "the theory of scientific creationism."
>
> And what is that? The bill defines it with a lot of gibberish and mumbo-jumbo, all of which boils down to this: The biblical account of creation can be proven literally, with scientific "evidence."...
>
> IN PRACTICE, the bill would simply end the teaching of evolution--and perhaps all science--because few teachers and school boards would consent to teach the alternative theories the bill espouses. (10)

The second argument is, equal presentation would distort evolution. At least it would get people to doubt it. Skoog says in 1978: "Thus, to present the Genesis account of creation on an equal basis with the concept of evolution within a science textbook is to distort and attenuate biology's greatest unifying theme." (26)

The next argument is creationism causes a decreased emphasis on evolution. Edwords says in 1985:

> Ironically, it is the creationist movement that is standing in the way of the inclusion of this information. Until recently, pressures from states such as Texas caused textbook publishers to give *less* space to evolution. Continuing creationist pressures at the local level against science teachers has had an intimidating effect. (35)

And this card gives a trend, right? Textbooks are now starting to incorporate creationism. That proves the disad's unique, and also gives the flip.

The next argument is creationism--that's enough. That's enough there.

OK. So he says it's not unique. It's taught now. They limited all the options to evolution. Also, there's a trend, and also teaching them both would destroy. He says there's no--second argument is the public schools narrow belief. That's the evidence I read below. So you should try to--if you want to stop mind control, you have to present as many dissenting beliefs as possible, otherwise public schools narrow them down. This kills critical thinking, etc.

The third argument is that the public questions evolution now. Campbell says in 1985: "As part of organic evolution, the phenomenon of human evolution (though it has often been questioned by lay-people) also amounts to a fact, but as yet its detailed path is not known with certainty" (xx). So we're doubting it, because of this boom in creationism. They stop that boom. That's bad.

He says, turn. Increase humanism. He refers to the case. This is not true. We got on point turns to this disad saying that it's not true. He says, no, and it's not equal humanity empirically. First of all, this is not on point to evolution. Secondly, it's talking about social Darwinism which we did abandon, but they entrench evolutionary thought which is what my evidence is talking about.

Secondly, evolution leads to viewing man in biological terms. Eldredge says in 1982: The twin themes biological and cultural revolution mankind has been developed [unintelligible].[21]

Secondly, the second argument is that it excludes all of the modes of--it's no--dehumanization is a constant threat. Van Over says in 1972:

> "While the tiger cannot cease being a tiger, cannot be detigered," Ortega y Gasset says, "man lives in the perpetual risk of being dehumanized." This holds not only for the generic man, but for his individuality. "Each one of us is always in peril of not being the unique and untransferable *self* which he is. (25)

The next argument is natural science debases man. Szasz says in 1970:

> This is a striking commentary on the differences between natural science and moral science, between the study of things and the study

---

[21]Source indicated.

> of men. Though I would hesitate before calling science "transcendental," it is true that natural science seeks to master the universe by means of accurate description and appropriate scientific strategy. The science of man cannot have the same goal and remain a morally dignified enterprise. Instead of aiming to control the object of its investigations, it must seek to set it free. To achieve this requires methods unlike those of the physical sciences." (215)

He reads his turn at the bottom, but that's answered on the top. Also, this is impacted in nuclear war and extinction.

Fatalism. He says not empirically in the past. That's answered. He says, not true, not fiat, etc. This is taken out above. These are just the same arguments as above. He says, not occur. Well, remember, fatalism will occur. That evidence is granted additionally. Biological affinities will produce public pessimism. Cawaritzs in 1973: The effect of public opinion on the theories expounded by these has been unfortunate. It has deepened the pessimism concerning the human condition which has already reached depressing levels and gives little hope for human betterment. This is reflected in the many reviews and comments on their books.[22]

Anthony Stone in the Sunday *Times* argues that we must believe that these arguments are accepted in the same line as other animals then we are needed inescapably hostile and competitive.[23]

The next argument is that he says, they won't stop this. Yes, they do. Evolution definitely produces this pessimism. Also this argument is not made, right? What is this argument? Our position is that creationism stops evolution, and evolution is bad. He says, the evidence on the case, and he talks about the New Right fatalism. That's flipped above, additionally. It's not as bad as this, because even the New Right loses hope which is worse. And the impact is read instance. This subsumes the New Right. He says, it's popular evidence. That's not a specific indict. He says, no, and then he says, time. I don't know, this doesn't mean anything. Our argument is that the links are proven on disad above.

On conflict he says, it's not unique. But remember that's answered above. He says, case stops wars. That is not true. Additionally, this subsumes this, because this even includes the New Right, right? It encourages them to be even more conflict prove, because it emphasizes their debaseness. He says, above links some. That's taken out there.

OK. And we'll just read a few more cards, and this is from the--um--perception of animal affinities encourages bestial behavior. Talchez in 1973:

> We are encouraging [unintelligible] to think of ourselves [unintelligible] excuse so far as anything responsible is concerned on the grounds which we are acting according to our nature which is bestial. [unintelligible] respond by reducing man to a plaything of whatever violent elements we've seen. The evolutionary process with this kind of backing individual men and women can deceive themselves into

---

[22]Source indicated.

[23]Source indicated.

thinking that they have a right to give away any kind of violent passion they may feel, and even feel themselves to be justified and virtuous in doing.[24]

He reads two or three cards on these four disads. I mean, I think we're reading a lot of evidence saying evolution is bad.

Cross-Examination

Rabin questioning Papka

Rabin: Now on disad two, dehuminization. All right, what's the--the impact of this is loss of humanity and what? Papka: It says that when we become dehumanized we lose hope and we-- I think we end up dying. Let me--if you'll give me a chance, I'll find the-- Rabin: We end up dying in what sense? I mean, we-- Papka: When we dehumanize we no longer see our unique human features, and that means, I think the card says, nuclear annihilation.

Rabin: All right. Now, given that, you know, evo-- creationism is only taught in a few places now. Evolution has been ascending-- Papka: Come on! You're not getting away with this creationism is-- Rabin: Will you let me finish the question for a sec? I mean honestly. Papka: Well, I mean, I don't-- Rabin: You--I mean this is your position. OK. We'll talk about the inherency evidence says, but it clearly indicates that at least creationism is only taught in a couple of states now. Papka: It doesn't clearly indicate that, especially when Stuart read it. He's going, oh, they're proliferating. I mean, there's--there's a lot of good evidence on that inherency advantage. It's very inherent.

Rabin: OK. Now, this--where is the '85--'86--um--on the brink evidence for the first disad. Save education? Papka: It's, it's--well, you had it initially. It's the top two cards on that page, (A) and (B). Rabin: The top two cards. OK. All right. That's all.

First Negative Rebuttal

David Brownell, Kentucky

Control group disposition (A) subpoint, non-topical and non-competitive, falls out of the debate when he says, assumes conditionality, but if it's not competitive then it falls out, and it's not competitive in this debate. He says on the (B) subpoint, status quo. He says, negative has policy option counterplan, but argues status quo for the option. Also, he has no arguments on conditionality. It's better. It would be new in 1AR.

Topicality standards. On (A) subpoint he has three answers. We'll meet most precise and different, and [unintelligible] will be on the violations. (C)

---

[24]Source indicated.

subpoint, broad bad, he says, don't rush now. It's an educational requirement. That's (A) and (B). He says, two, there's no rationale for this. Also (A), (B), and (C) take this out.

He says, they're most precise. That's not true. Academic standards. He says, standard equals curriculum. First argument, it doesn't solve the resolution of bi-directionality. This means that in any case you can implement creationism or ban creationism and still be topical, because you need to have better limits. Second argument is anything would be topical if you just put something or take something out of the curriculum. The third subpoint is the affirmative has the first definition. The dictionary of education says there should be achievement first. It's more precise; it limits the case.

Second argument [unintelligible]. First of all topicality is not dependent on the real world, and the second argument is this is still more precise. I mean--I--there's--real world is irrelevant. Third argument, testing bad. This is not the reason for the resolution--that we should not make it testing, and the second argument is this is subject to debate. I would say testing's good. That's as much as the credibility that he's given to the argument. Fourth argument, anything can be tested. That's not true, but anything that would be tested would be not topical. You must change tests like multiple choice MCT or SAT. You have to increase the achievement levels from students by changing those tests. You have to set the standards on the test. I think it's clear here he falls into the trap. Fifth subpoint is artificial. There's no one else. It's here. It's most precise. Sixth argument, on effects, of course you can test the rigor. The rigor of a test can be determined on the face value without looking at solvency, I think its clear they're not topical. If they're not academic standards it doesn't matter how rigorous they are.

(B) subpoint on case, snowball, Ok. First two arguments violate the establishment clause, etc. The first argument is this will be on church and state, the second argument is that it's not unconstitutional to extend our evidence. The third argument is assumes religion is--assumes religion is not true. We argue that it's consistent, that it's not religion, etc. It's scientific. He says, three, drops. We'll receive it. This only theoretical. There's no violation. Our evidence takes out 1AC. Four and five, he says, one underview takes out, but creationism becomes as true as evolution which will feed my argument below that you should teach both. Sixth argument, neither--neither--he says evolution is falsifiable, but you can't test it, if you accept my evidence. The seventh argument, he says, it's Ok, but evolution does this, but you can't determine whether it's testible. I'll read more cards than he could think of below.

Observation two, on bad. On my first argument he says, this is bad, because the courts--the courts rule that it's bad, but they would have prevented the snowball. He says, on my second argument, he says, is done through the courts, but this is empirically denied. The third argument he says, no evidence, but this is obvious that it wouldn't have increased--there would--church and state is fine right now. Fourth argument, teaching both is constitutional, he says, courts disagree. That it should not have been spreading. Also this is a judge, and he says--my fifth and sixth argument he groups. He says 1AC, etc.

The first argument is science. Supposedly their first argument is scientific fossil records support creation. Sutherland in '82: "[F]ossil record reveals that when man appears he is a complete man, horses complete horses and dogs complete dogs" [13].

The next argument is creationists are closer to the truth. Clark in '82: "So far as...the major groups of animals, the creationists appear to have the best of the argument" [52]. The next argument is creationism is the equal of evolution. Keith in '82: "Mr. Smith made this conclusion: 'Based solely on the scientific arguments pro and con, I have been forced to conclude that scientific creationism is not only a viable theory, but that it has achieved parity with (if not superiority over) the normative theory of biological evolution'" [110].

Please go--extend my seventh argument, scientific loss towards creationism. The (B) subpoint, separation critical. I'm on tunnel vision and he says evolution leads to critical thinking, but both would be better. You would get more critical thinking. You're just teaching one. You're indoctrinating. Must have my indoctrination evidence below. His second argument, fundamentalists. Of course, what would be the best. Second argument is, no perspectives. No perspectives are universal. This is Dixon in '80: "Nor can one, especially in these days of egalitarian sentiment and analytical skill, too readily suppose that one is happily in possession of universal and objective categories of thought" [3]. The next argument is that [unintelligible] perspectives will respond to changes. [Unintelligible] education philosophy unless we can get rid of the conditions required. Conditions, culture interest and questions [unintelligible] the answer to holding the education policy is [unintelligible] that you go out with a bag full of right answers to the wrong error.

Of course, extend the second argument. Tunnel vision is bad, and that my third argument he says, on the underview, but it takes out the establishment clause argument. My fourth argument, he says, no creation has been without but it's without religion. On the war stuff, of course, first of all, it's [unintelligible]. Democracy has no value. The second subpoint is we'll survive the catastrophy [unintelligible]. No need to [unintelligible] not only glimpses that it may be[unintelligible]. There's no catastrophy that's not unavoidable. That proves there-- He never proves there's any environmental harms. (C) subpoint, dark age, Ok. Second argument, New Right has no power. This is talking about power base. Also the evolutionist is inculcating. Extend the mind control evidence which gets me out of a lot of arguments above. Underview on evolution. My first argument's there's no evidence. He says, 1AC, but my card says there's no reliable evidence. Extend that. On two he says, they post date, but that's irrelevant. It's a theoretical debate at this point. And my third argument is act of faith. He says, courts disagree, but the courts aren't correct. He says, four, hypothesis. He says, it's true, but our evidence says it's a tentative one. Fifth argument. Impossible to verify. He says, yes, but our evidence says it's an impossibility.

Sixth subpoint says, they teach the wrong thing. He says, only [unintelligible]. But the card says many schools. Also secondly, he says, 1AC, but this feeds the disad.

Seventh subpoint no fossils. He says, no gap, but there are many gaps. Read our evidence. Extend eight, it's a hoax. Extend nine, there's no

proof of it. Extend ten, it can't be proved, also eleven says, it's only an inference, but it says it's ambiguous, also extend twelve and thirteen. This proves that tunnel vision would be better. Now his argument says [unintelligible] position is not true. It would be better to [unintelligible] positions. Also evolution can not be tested as not scientific. Keith in 82: "Dr. [Henry] Morris said, "This, of course, is nothing but wishful thinking. Evolution is not even a scientific hypothesis, since there is no conceivable way in which it can be tested" [67]. Darwinism is dogmatic ideology. Koestler in '71: [Professor W. H.] "Thorpe summed up the present situation when he wrote of 'an undercurrent of thought in the minds of perhaps hundreds of biologists over the last twenty-five years' rejecting the neo-Darwinist orthodoxy" [128].

Next argument, current evolutionary theory has become a dogma. Young in '76: "The crowning touch is that according to the genetic theory, our struggle with adversity--our wars, our trials and tribulations, our education, our search for truth and for the good--because it does not affect the germ plasm, has no effect on the genetic evolution" [174].

Next argument, adaptation remains a dogma. Eldredge in '82: "Still, evolutionary biology has been profoundly hung up over the notion of adaptation" [25].

I think we read more cards than him here. He's making all his arguments on the assumption that 1AC is correct. I think we have ample evidence that disproves that.

First Affirmative Rebuttal

Stuart Rabin, Georgetown

No links in case evidence is wrong, on topicality on the first--lump it. First, we meet. That is below. Second extend different within field. Right? Thus, you must give us absolutely anyway. On (C), please lump it. Most limiting is not necessarily the best definition. Right? That's 2AC. We are precise. That will be enough. On academic standards. On one, [unintelligible]. First, not solve resolution by [uninteligible]. First, it is empirically OK. That's last year. That's dropped down below second. Will be below. On two, anything topical. Just as limiting. That is Mike in 2AC. That is not answered.

On his third argument, first defninition is irrelevant. What definition is best? That's a question he doesn't answer. On to real world, please lump. His definition relates to the real world. Right? That takes it out.

On four, please lump. First, his definition equals standard of testing. All we'd have to do is require achievement in some area. That's certainly delimiting. We require in one area. That's enough. Second, false distinctions in evidence. He's making a false statement. On five, artificial. He says no analysis. No, you have to draw the line at this definition. Right? So he draws an artificial distinction. On six, requires effect. He says, test rigor on face value. It does because you have to show it increased requirement. That's certainly wrong. On down below, rigorous. Extend the--extend the arguments. Right? On bi-directionally, etc., that takes it out above.

First disad. Small overview. That is New Right presses for equal time. This is Ostling in '85: "Today's activists do not ask for a ban on the teaching of evolution, as they did in the Scopes trial, but for 'balance.'" That means equal school time for creationism, which follows a particularly literal reading of *Genesis*" (55). They don't want to ban evolution. On first, on links--on, on first response, links. Please lump. First not qualify exodus from the schools. Right? Not know how many people leave. Second, our brink is old. Not taught since brink. Right? That's the inherency evidence down below. Three, no perception evidence. Four, no linear increase from affirmative. They never give any specific link to the linear increase. On two response, specific reform. Lump. One, not specific evidence of creationism. Creationism is now taught--since her evidence was written. Second, not proved. Perception. That's above. Third, presumes a big change. Right? Ban is--a ban is not unique. Ban would not uniquely cause it. On fourth answer, please lump. First, beaten on inherency below. Second, trend is long term. That is inherency below. She's not reading the evidence correctly. Three, brink is '81. Right? That's what the brink card in 1NC says. Why not since then? Her '85 cards are not relevant to the brink issue on linearity from the affirmative. On six, case outweigh. She says, impact case. Please lump. First of all war on case is sure right. There's no answer to it in 1N. Second, standards for orthodoxy is taken up on 1NC. 1AC critical thinking evidence. Third, New Right takeover uniquely beats. With the takeover they would institutionalize orthodoxy. Makes it not unique. Fourth, longer term. Ours is immediate. On seven above--his above--we say, above also. That's it on disad one.

Second ad. On first answer not emphasized on her one. First not eliminate alternate teacher--not eliminate alternate methods. It is assumed we do. Second, did not prove we equal unique emphasis. That assumes we do. Third, other classes that can be taught in other classes. On her two through four, please lump. First empirically not true. Evolution not banned in the present system. Second, equal equals turnaround. Equal presentation distorts this. Third argument, want equal time. That's the overview on the first disad. On big four. Turn. Lump it. One is specific to evolution. Not to humanize. No dehumanization impact today. Second, proves not empirical. Evolution all over now and no disad. Third, turnaround. Fundamentalism worse. That's 1AC. Fourth, not want humanist. This comes from Futuyma in '83: "Racism did not begin in 1859. Gobineau's *Essai sur l' Inegalite' des Races Humaines*, a landmark in the history of 'Aryanism,' appeared in 1853; slavery preceded it by centuries; 'might makes right' is perhaps the most ancient of social rules." (181) Six, turn. She says, the top. One, flips link. There's no take out response above that takes this out. She's wrong. She doesn't isolate it. You can't do it for her. Second, our evidence more specific to in class inculcation. Extent was Stewart in '83: "The current offensive by creationists could lead to an increased knowledge of selected science content areas...." (39) He adds--he continues: "Many issues that creationists raise...are really aspects of debate *within* evolutionary theory. In preparing responses, teachers would have to become familiar with the literature...of evolution...." (39) Takes out disad. That's it, right.

Third disad, first general answer here is all the above responses on the disads above take it out. On the [unintelligible], she argues pessimism. First, not empirical. The present system, right? Not proves will do it. Status quo is in control. Second, only linear. Third, is case outweighs. She says, New Right loses hope. One, no. They don't believe evolution. That's the equal time in 1AC. Choose case evidence. Says only mechanism for power. On seven, the equal time overview on top, that flips. She--she doesn't understand the response.

Next disad please. She argues, subsumes, etc. Lump it all. One above got response. Take it out. Second, not subsume. New Right. Right? They don't believe the teaching of evolution. Third, case worst. Wars. Worst wars are clear on case.

Case is next. Inherency, lump it. First, not immediate. 1AC evidence does not say. If there is any doubt, look at the cards. We're sure what our cards say. Second disad, this disad should be now. Right? 1AC says only two states. It's banned all over. Third, no snowball. We don't claim immediate snowball. (B) subpoint, violates--violates snowball. Lump the first church and state sub. First, all materials violate. Second, drops the 1AC evidence that says that. The next group of five through seven, please lump. First 1AC evidence beats. Second, below beats is unscientific. That will be proven below. On the observation two (A) subpoint, religious constitutions, on the snowball argument, first, takes out the disad. Right? This is true, it takes out the disads above. Second, is long term. We are not. On down below, all the rest science, etc. Please lump it. One, assumptions. Assumptions not testable. I can't prove if God exists. Second, 1AC evidence dropped. Assumes existence of God. This does not. Third, it's not a scientific thing, and it's unconstitutional. That's why you reject it. On (B) church-state, lump. One, unconstitutional. Second, evolution equals critical thinking. That's 1AC. That flips it. Three, not specific to fundamentalism. 1AC wars takes out. The rest of the stuff please lump it on this contention. First, critical thinking flips. Second is above, and democracy extends to the response in 2AC. They're not answered.

On the underview, lump it all. On New Right, first, feeds link flip. Right? All her evidence does. Second, drops abortion issue. Third, is for backlash mechanism. Not inculcation. Turn from 1AC. Third, card number two, past creationist decisions, past creationist decisions would have cost. Fourth, right, fourth, only way to take power is in 1AC, and that takes it out. The equal time flip and the flip on the seventh response of the second disad are mishandled. That will win us this debate.

Second Negative Rebuttal

Oulta Papka, Kentucky

Not a card is read on this case since the first affirmative. We've got twenty-five cards out here flipping it. He says, no immediate on the inherency, but they're proliferating evidence is just great here. Read the cards. He says, disads now. Now that's, I'm winning that the public's doubt evolution ow. I'm winning that they're teaching creatiohism in the school now. That's

trading off with evolution. Those cards are granted on the disad. This is just not an argument.

Now on observation two, I don't have any answers. He grants one through three down at the bottom in 1NR. If the fossil records do not support that creationism is closer to the truth. It's equal to evolution. Those three cards are granted. All of this evidence is taken out. (B) subpoint, violation. He says, all means violate. This is not true. He is just extending his evidence here. He says, it's unconstitutional, and critical thinking, and not-- I've lost you? OK. Just keep flowing. He says, unconstitutional critical thinking. No fundamentalism. I think these are his answers to tunnel vision. It's not unconstitutional, 'cause tunnel vision with critical thinking is also flipped by the tunnel vision argument, and this doesn't apply to fundamentalist. This is his third answer. This is irrelevant. Our argument is that creationism creates a tunnel vision when you can only teach evolution and creates tunnel vision down below. Off of four, this is four on (B) violation. Evolution is the basis of social thought. He says, creationism is as true as evolution, as David said in our extension. He says, critical thinking flips. This is not true. Remember they're losing tunnel vision down below. He says, extend this 1AC evidence. This is beating us. This is not true. It's flipped down below. Now on the (B) one subpoint, where they're establishing separation of church and state. Are you there? He says, it takes out the disadvantage. This is not true. None of these things take out the disadvantage. Secondly, he says, it's long term. It is not long term. Our argument plus the case is long term. There is no-- I don't know where he is here. He says down below on tunnel vision, he says it assumes it's not testable. This is not true. We're winning down below that evolution is not testable. On tunnel vision, he says it's unconsitutional. These are answered above. David reads two cards on tunnel vision in 1NR. There's no perspective. It's universal, and that means that, its not responsible for change. There's not an argument here. There's not a card. This is a flip on the case, and it's granted. Also, down below he grants we can survive catastrophe. This is not an answer in 1AR. On New Right backlash, he says, the federal link is flipped. This is not true. Additionally, we're winning schools are the key which takes out-- He extends abortion. We're winning schools are the key. Now is the time. We're on the brink. All of which postdates his evidence. He says, the backlash. He says in the past they didn't do it. Well, remember this is their [unintelligible]. The New Right is making inroads, and that's what the case inherency stuff is. They take those inroads away from them. They will backlash. My evidence is granted. This is a link flip to this argument. He says, it's the only way to get power. That is not true. Our evidence says they use backlash politics to get power.

On the underview, he doesn't have any arguments here. He just says, we feed the link. This is not true. It is dogmatic when is taught. He says, past not create. This is not true. These are all just uniqueness arguments which were answered on the disad extended that it's dogmatic. That it's untrue, and that it's a dogma. Also, extend all the evidence David reads in 1NR saying that only teaching one equals indoctrination. This flips the critical thinking stuff. There's just no arguments here. Save public schools. He says,--he reads an overview on press for equal time. This does not take out the link.

Secondly, both--teaching both side by side kills creationism. First, that's the best argument. Third argument is--this is--feeds the links we already have. On--he says, there's no qualification. How do you--the first argument is there is a huge qualification. We're on the brink now. This is not a press. There is no reason why this is true. Secondly, to teach both would kill us. Additionally, when you--additionally--banning creationism enhances the curriculum. My two link cards are granted. I'm arguing that if creationism is taught then you equal curricular disaster which is good. He says, and the brink is immediate. There is--he says, the brink is old. It's '85, '86, and plus you'd prevent the teaching of evolution. He says, no perception, but I'm winning great cards on disastrous curriculum with creationism which means a public exodus. He says, no linear risk. Yes, there is. He's not reading any arguments here, there's not a card on this disad. He's just asserting stuff. Down below he says, it's not specific. Sure it is. He's not too specific. Ban not unique. Others are all answered. It is unique. This is the critical time period. We're teaching it now. It's destroying the curriculum now. That's my evidence below, and he grants it. Off of ban all over, he says, you know, he says, brink evidence is dull, but it's great. Off of war. Off of war. He says the war is short. It's a short term war. He says-- Standard on-- He said, our orthodoxy is taken out in 1NC. No, this is a meet need to the case. As long as you have public schools, you can never get the freedom they are claiming on the case. He says, New Right not unique. That is not true. We dwarf this. It is longer term. That is not true. It's an immediate. Also, this says, it is the most threat to liberty which takes it out on the dissenting view cards, takes out critical thinkjng.

On the top of the disad he says not eliminate all alternate methods. This evidence is great. When you teach both of them, you don't--you kill the teaching of evolution. The first card is awesome. The second on he says not unique empirically. We are--my argument is they're being taught side by side now, and when you take one of them away you-- then you entrench evolution. This card is evidence. He says, other classes. This is a new argument. Plus, it's not--it doesn't-- My argument is that you have to teach them side by side. Extend one through three there. That takes out his number six answer. That's where I'm flipping this evidence, and he doesn't say anything. Down below he says, ban all. Equals present decisions. And all the threshold. They do ban creationism. They said, they don't ban. They do ban creationism. That's a critical link. Right? They ban creationism. They stop teaching them side by side. That's critical. Down below he says, not deny. Not empirical, and fundamentalism works. This is all just repeats of what 2AC said. This is answered. It is empirical. It happens. It's linear. All the step. He says not one humanist, but the same indicts apply. Down below he's reading new cards. This evidence is terrible. Read my evidence, it's great. Plus I'm flipping this on the first answer. That's why I'm doing it. Fatalism. He says, all above is answered there. He says, not empirical in the status quo. He has to remember we're doubting evolution now. That evidence is right on the first disad and is granted. He says linear, but remember they're--winning a bigger linear risk, because the stuff he grants on the case. He says, subsumed by this. He says, they're not subsumed by this. But remember, the New Right would become more fatalistic. They'll be fatalistic, because

they'll be more willing to risk nuclear war. If they get into power, that'll be bad. He says, there is the flip on the bottom, and it's not explained. He says conflict. He says, conflict. He says, it's [unintelligible] its above. He says, not subsumed New Right. That's explained on the first disad.

Now that was just my last debate speech, and this has been a dream I've had for four years. And when I first came to Kentucky, Roger and I said I wanted to be the first woman to win the NDT.[25]

I remember watching Robin Jacobson up here, and I was sort of praying she wouldn't win. But the women in the activity have given me a lot of support and I meant it what I said in my second negative. But also Roger's been my best friend for four years, and he's largely due to my success. Also, J.W. believed in my abilities to succeed, and he kept us singing in the van, and I've had three great partners, Michael Mankins who probably should have been in this round, too, and David [Witt] and Paul [Flowers] and Kup [Eric Kupferberg] in absentia and Daniel John helped me keep my anthropological perspective, and all for this I'm grateful, and I really love debate. I think it's a worthwhile activity.

Second Affirmative Rebuttal

Michael Mazarr, Georgetown

In all honesty, there's a lot of stuff going against us, but if I win a couple of critical issues, gonna' flip the disads, and get more significance. In terms of the top of the case, on inherency, she says, not read enough cards. We're going to win this. (C) subpoint, it's narrow. It should be enough. Now, in terms of inherency. She says, proliferation. Only in two states do we get it now. It is slower than she is saying this. Right? Evidence indicates that they're to be put in front of those states, but not necessarily affect them. --Only two states have it now which surely--quantify the impact. Right? It's certainly a long-term. She's not quantified this. She's teaching now on trade-off. Well, whatever they don't teach now is certain--certainly--should equal the disad, and whatever--you know--link difference--there is something significance that they don't get from the disads and we'll get on case. She drops three subpoint, snowball is not immediate. You know, evidence says, it is long term, and our evidence says, that they're--you know--some of them are, falling prey, but others are not. You know. Certainly gives some link--harm on the link of the disads.

Now, in terms of the rest of the case, she did a lot of jumping around here, you know. She put things in wrong areas and stuff like this, and I'm just going to go straight and extend this out.

Now in terms of the (B) subpoint, snowball evidence here. She argues, you know, extends church-state not constitutional violation. I'm going to grant out. This is not a constitutional violation. But these are no flips. Right? These are just--because it is not a constitutional violation does not mean that

---

[25]Sarah Benson of Ohio State University, debating with Dale Williams in 1962, was the first woman to win the National Debate Tournament.

banning entrenches church-state. Evolution is not necessarily a religion, and so you really don't get any impact out of this. I'm going to win (C) subpoint as an independent scenario for this all, and this takes it out.

She says not true, etc., and you know unconstitutional test. That's OK, because he's the one that's independent. Now on contention two, ban. Terms of takes out disads and long term, she says, not true, but he argues here, what are--that we prevent the snowball, and this court argument takes all the snowball, and that will take out the link to the disad, because it denies the snowball. All you have in the status quo is that we have been taught now, and she just says, not true. She doesn't give you analysis here. Does not have any response. On to long term, she says, again, not true. But certainly is a long term trend. Now, down below she--in terms of assumes it is not testable. 1AC. Good. She says, not so. Evidence applied. Well, that's fine, right. It may not be testable; it may not be good, but evident--you know, certainly no impact to this. She says, flips case. The important thing to remember is these church-state flips indicating that creationism is bad and evolution is taught, you know. There's no significance on the (B) subpoint. Certainly not as much as (C) subpoint fundamentalism, and he takes out the church state snowball.

Now, church state separation key (B) subpoint. This is the important argument I will win here that evolution is not a dogmatic mind set and then creation--fundamentalism is a mind set in the (C) subpoint--that gives us unique impact. She says, in terms of unconstitutional, she says, not. That's fine. That equals unique impact. On evolution, critical thinking, she says, independently, purpose, etc. No. Our evidence is clearly more specific in terms of the (C) subpoint. Indicates evolution is not a dogmatic mind set and fundamentalism is. She says flip case with this, but is not specific. [Unintelligible]. She says irrelevant. This is certainly not irrelevant. This evidence indicates that tunnel vision may be bad, but our evidence indicates fundamentalism would certainly be worse as more of a dogmatic mind set and evolution alone is not a dogmatic mind set, it's a creative mind set, and therefore is not a tunnel vision mind set. Now, she says, not evolution here and survival will let, you know, the democracy's role winning war and stuff down below in tyranny. And plus she grants that it's some sort of value.

(C) subpoint, dark age. All she's going for here is the New Right argument. She grants all the impacts, the links. She says, not true. Schools are key. The evidence is clear, right. In any case, it's the only way for them to take over, they take over through indoctrination in status quo, and that evidence is clear. She says, they're making inroads now. Well, right, they're making inroads now, but empirically when it has been taken away from them, they do not backlash. She draws the two subpoint evidence. Empirically creationist decision. As recently as '82 and '83 there were decisions against them. Certainly they were making inroads then as our inherency evidence indicated. And they did not backlash. She says, abortion in schools may be key, but our evidence indicates it is an important issue for them. Empirically the backlash mechanism is not true. Our evidence says the only way. She says, not true. But our card says it's the only way that we're going to take power. Stuart grants that lost support argument and that empirically proves it. They don't have any support in the status quo. And that is

why they must have indoctrination to gain support. Now all the impacts are dropped. You get absolute tyranny and immediate war. That's a pretty quick time- frame war.

Now the stuff in the underview here. This stuff in terms of not reliable is fine. There's no impact to that. And all I want to go for is dogma, the last argument they run indicating this is a dogmatic idealogy and might flip the (C) subpoint. This is taken out above. Right? These three subpoints where I argue this is the important thing and that would, you know, take it out, because evolution is all dogmatic mindset and this stuff is taken out all above. And the (C) subpoint really takes it out.

Now disads. First disad, save schools. First of all, initially at the time unequal time proving they do not want evolution. She is not taken out definition, and the links take out. Well, this evidence indicates do not want to ban evolution. Is not part of their curriculum. Postdates her evidence indicating that right now all they want is equal time. And therefore evolution will not go away taking away the links to the disads. Indicating that, you know, won't go in the status quo. Now in terms of save it. On the top, she says, huge quantification, and [unintelligible] will kill, etc. First of all there's no qualification, i.e.: it will only literally impact. The evidence, she says, in terms of destroying the school is very linear. Indicates only, you know, might drive some people away from the schools, but not enough. Secondly, cannot weigh against case. You have the (C) subpoint impact, and also turn I'm going to win below. Now, on nonspecifics, she says, whit, disaster, etc., and evidence certainly not specific enough. Does not kill you at all. Now, down below six subpoint, case sure impact. I will go to the three subpoint, and that is New Right would make non-unique. In other words, when the New Right takes power they would dwarf this impact. They would take over this impact. She argues that meet need the case, but that's not true. Certainly this is only a [unintelligible] impact. Once the New Right takes over, they have a dogmatic mind set which equals the same impact of the disad and faster and more.

These other disads. All right. In terms of the links, just at the top, just remember she says class dynamics. This evidence is not good enough and surely the terms will take it out. I want to go to the six subpoint, turn, which will flip all the disads, because all the link is evolution. She says, new evidence of that. The evidence is certainly superior to theirs. She drops the analysis that it's more specific to in- class mechanisms and this takes out her links. Her links, you know, teaching them together destroys it, but does not talk about what happens in the classroom, what the kids do. Our Stewart evidence says, you have to teach about evolution in the context of teaching about creationism, because the two are just taught together. She says flip on number one--no evidence is superior, and evidence takes it all. Also, the overview takes it out indicating they do not want to ban evolution anymore. Now, her evidence was talking about, you are indicating side by side destroys it, etc. It just says this, it gives no analysis. Assumes there would have been evolution. It does not assume the flip which turns the below disads.

Fatality. This does not [unintelligible] take out New Right, because New Right would not believe in evolution. This certainly does not subsume them, and the bulk turns take it out. The disads are turned by evolution, and that's pretty clear. [Applause].

WORKS CITED

Arons, Stephen. *Compelling Belief: The Culture of American Schooling*. New York: McGraw-Hill, 1983.

Baker, John R. "Fundamentalism As Anti-Intellectualism." *Humanist* (Mar.-Apr. 1986).

Bennett, William. "God, Man, and School" *Cong.Rec*. 7 Mar. 1986.

Bentley, Michael L. "On the Teaching of Origins." *Today's Education* (Apr.-May 1981).

Bing, Andrew D. "Evolution, Creationism and the Religion Clauses." *Albany Law Review* 46 (1982).

Bird, Wendell R. "Creationism and Evolution: A Response to Gerald Skoog." *Educational Leadership* (Nov. 1980).

Bonner, John T. Quoted in Bill Keith. *Scopes II: The Great Debate*.

Brandon v. Board of Educ., 635 F. 2 d 971, 978 (2d Cir. 1980), *cert. denied*, 102 S. Ct. 970 (1981) quoted in "The Lessons of Creation--Science: Public School Curriculum and the Religion Clauses." *Fordham Law Review*50 (1982).

Brodinsky, Ben. "The New Right and Its Impact on Education." *The Education Digest* (Feb. 1983).

Brush, Stephen G. "Creationism/Evolution: The Case AGAINST 'Equal Time.'" *Science Teacher* (Apr. 1981).

Burgess, Charles. "Growing Up Blighted: Reflections on the 'Secret Power' in the American Experience." *The Public School Monopoly*. Ed. Robert B. Everhart. San Francisco: Pacific Institute for Public Policy Research, 1982.

Campbell, Bernard. *Human Evolution: An Introduction to Man's Adaptations*. New York: Aldine, 1985.

Charters, W. W. "Introduction." *Dictionary of Education*. Ed. Carter V. Good. New York: McGraw-Hill, 1973.

Clark, Austin H. Quoted in Bill Keith. *Scopes II: The Great Debate*.

Comfort, Louise K. "Evaluation as an Instrument for Educational Change." *Why Policies Succeed or Fail*. Eds. Helen M. Ingram and Dean E. Mairn. Beverly Hills: Sage, 1980.

Crawford, Alan. *Thunder on the Right*. New York: Pantheon, 1980.

Dean, Braswell quoted in Bill Keith. *Scopes II: The Great Debate*.

Dean, Steven O. "First Amendment Concerns Regarding Balanced Science Instruction in Evolution and Creation." *Ohio Northern University Law Review* 10 (1983).

Dixon, Keith. *The Sociology of Beliefs: Fallacy and Foundation*. Boston: Routledge and Kegan, Paul, 1980.

Dobzhansky, Theodosius. *Science* 29 Nov. 1963: 366. Quoted in Bill Keith. *Scopes II: The Great Debate*.

Educational Visions Seminar. "Progressive Federalism: New Ideas for Distributing Money and Power in Education." *The Great School Debate: Which Way for American Education?* Eds. Beatrice and Ronald Gross. New York: Simon & Schuster, 1985.

Edwords, Frederick. "Creation/Evolution Update." *Humanist* (Nov.-Dec. 1985).

----------. "Creation/Evolution Update; Nails in the Coffin." *Humanist* (Sept.-Oct. 1985).

----------. "Who's Keeping the Secrets?" *Humanist* (May-June 1985).

----------. "Why Creationism Should Not Be Taught As Science." *Creation/Evolution* (Winter 1981).

----------. "Why Creationism Should Not Be Taught As Science." *Creation/Evolution* (Summer 1980).

Eisley, Loren. *The Immense Journey*. New York: Random House, 1957: 199. Quoted in Bill Keith. *Scopes II: The Great Debate*

Eldredge, Niles and Ian Tattersal. *The Myths of Human Evolution*. New York: Columbia University Press, 1982.

Ellis, William E. "Biology Teachers and Border State Beliefs." *Society* (Jan.-Feb. 1983).

Emmerij, Louis. *Can the School Build a New Social Order?* New York: Elsevier Scientific Publishing, 1974.

"Evolution and Creationism in the Public Schools." *Journal of Contemporary Law* 9 (1983).

Futuyma, Douglas J. *Science on Trial: The Case for Evolution*. New York: Pantheon, 1983.

Gartner, Alan, Colin Greer, and Frank Riessman, eds. *Beyond Reagan: Alternatives for the '80's*. New York: Harper & Row, 1984.

Geisler, Norman L. "Creationism: A Case for Equal Time." *Christianity Today* 19 March 1982.

Good, Carter. "Preface." *Dictionary of Education*. Ed. Carter V. Good. New York: McGraw-Hill, 1973.

Hahn, George E. "Creation-Science and Education." *Phi Delta Kappan* (Feb. 1982).

Hill, Samuel S. and Dennis E. Owen. *The New Religious Political Right in America*. Nashville: Abingdon, 1982.

Huxley, Thomas. Quoted in Bill Keith. *Scopes II: The Great Debate*. The source of the Huxley quotation in Keith is Gertrude Himmelfarb. *Darwin and the Darwinian Revolution*. New York: Doubleday, 1959: 366.

Jastrow, Robert. Quoted in Bill Keith. *Scopes II: The Great Debate*.

Katz, Michael S. "Critical Literacy: A Conception of Education as a Moral Right and a Social Ideal." Robert B. Everhart, ed. *The Public School Monopoly: A Critical Analysis of Education and the State in American Society*. San Francisco: Pacific Institute for Public Policy Research, 1982.

Keith, Bill. *Scopes II: The Great Debate*. Shreveport, Louisiana: Huntington House, 1982.

Kennedy, Mary M. "The Role of Experiments in Improving Education." *Improving Educational Evaluation Methods: Impact on Policy*. Ed. Carol B. Aslanian. Beverly Hills: Sage, 1981.

Kincheloe, Joe L. "The New Right Flexes Its Muscles." *Curriculum Review* (Nov.-Dec. 1985).

Koestler, Arthur. *The Case of the Midwife Toad*. London: Hutchinson, 1971.

Lieberman, Myron. "Why School Reform Isn't Working." *Fortune* 17 Feb. 1986.

Levit, Nancy. "Creationism, Evolution and the First Amendment: The Limits of Constitutionally Permissible Scientific Inquiry." *Journal of Law and Education* (April 1985).

Lewis, John and Bernard Towers. *Naked Ape or Homo Sapiens?* London: Garnstone Press, 1972.

McCarthy, Martha M. "Religion and Public Schools: Emerging Legal Standards and Unresolved Issues." *Harvard Educational Review* (Aug. 1985).

McClellan, B. Edward. "Public Education and Social Harmony: The Roots of an American Dream." *Educational Theory* (Winter 1985).

McCloskey, H. J. *Ecological Ethics and Politics*. Totowa, New Jersey: Rowman and Littlefield, 1983.

McGrath, Earl J. *General Education and the Plight of Modern Man*. Indianapolis: The Lilly Endowment, Inc. 1976.

McMillan, Richard C. *Religion in the Public Schools*. Macon, Georgia: Mercer U P, 1984.

Miller, Arthur Selwyn. *Democratic Dictatorship: The Emergent Constitution of Control*. Westport, Connecticut: Greenwood, 1981.

Millikan, Robert A. *The Commentator* (June 1937) Quoted in Bill Keith. *Scopes II: The Great Debate*

Moore, Tom. Quoted in Bill Keith. *Scopes II: The Great Debate*.

Moore, T.W. *Philosophy of Education: An Introduction*. Boston: Routledge and K. Paul, 1982.

"More." *Words and Phrases, Vol. 27A*. St. Paul: West, 1961.

Morris, Henry. "Evolution Is Religion, Not Science." Quoted in Bill Keith. *Scopes II: The Great Debate*.

Muskie, Edmund. Quoted in Kathryn W. Burkhart. "Dirty Water in the Bulrushes." *New Republic* 14 June 1975.

National Academy of Sciences. *Science and Creationism: A View from the National Academy of Sciences*. Washington: National Academy Press, 1984.

Newsweek 3 Nov. 1980. Quoted in Bill Keith. *Scopes II: The Great Debate*.

Ostling, Richard N. "Jerry Falwell's Crusade." *Time* 2 September 1985.

----------. "Religion." *Time* 2 September 1985.

Patterson, Colin. Quoted in Bill Keith. *Scopes II: The Great Debate.*

Postman, Neil and Marc. "Teach Creationism." *The Nation* 11 Jan. 1986.

Rowntree, Derek. *A Dictionary of Education.* Totowa, New Jersey: Barnes & Noble, 1981.

Sale, Kirkpatrick. *Human Scale.* New York: Coward, McCaun & Geoghegan, 1980.

Scheid, Don E. "Evolution and Creationism in the Public Schools." *Journal of Contemporary Law* 9 (1983).

Schultz, George. "Welcoming Remarks by Secretary of State George Schultz." *World Affairs* (Spring 1985).

Skoog, Gerald. "Does Creationism Belong in the Biology Curriculum?" *American Biology Teacher* (Jan. 1978).

Smith, Robert F. "ACLU Lawyer Speaks Out on Creationism: Origins and Civil Liberties." *Contrast* (May-June 1982). Quoted in Bill Keith. *Scopes II: The Great Debate.*

Spring, Joel. "The Evolving Political Structure of American Schooling." Robert B. Everhart, ed. *The Public School Monopoly: A Critical Analysis of Education and the State in American Society.* San Francisco: Pacific Institute for Public Policy Research, 1982.

Stewart, James. "Positive Consequences of the Interest in Creationism." *Education Digest* (Nov. 1983).

Strike, Kenneth A. "Creationism: Equal Respect; Not Equal Time." *Principal* (Jan. 1982).

Sutherland, Luther. Quoted in Bill Keith. *Scopes II: The Great Debate.*

Szasz, Thomas S. *Theology and Insanity: Essays on the Psychiatric Dehumanization of Man.* Garden City, New York: Doubleday, 1970.

Taylor, Michael F. "McLean v. Board of Education: Creation Science's First Confrontation with the Establishment Clause." *Arkansas Law Review* 36 (1982).

Thompson, W.R. *Introduction to Origin or [sic] Species,* by Darwin. New York: E.P. Dutton, 1956. Quoted in Bill Keith. *Scopes II: The Great Debate.*

Van Over, Raymond. *Unfinished Man.* New York: World, 1972.

Viguerie, Richard. Quoted in Joe L. Kinchelse. "The New Right Flexes Its Muscles." *Curriculum Review* (Nov./Dec. 1985).

Walberg, Herbert J. "Evaluating Educational Performance." *Evaluating Educational Performance*. Ed. Herbert J. Walberg. Berkley: McCutchan, 1976.

Weaver, Warren. *Look* 5 April 1955: 30. Quoted in Bill Keith. *Scopes II: The Great Debate*.

Weicker, Lowell. "Voluntary School Prayer." *Cong.Rec.* 7 Mar. 1984.

Whitehair, J. Greg. "Teaching the Theories of Evolution and Scientific Creationism in the Public Schools: The First Amendment Religion Clauses and Permissible Relief." *Journal of Law Reform* (Winter 1982).

Wiley v. Franklin, 474 F. Supp. 525, 528 (1979), *Modified*, 497 F. Supp. 390 (E.D. Tenn. 1980). Quoted in Judith L. Benkov and Marilyn Rothstein. "The Lessons of Creation-Science: Public School Curriculum and the Religion Clauses." *Fordham Law Review* 50 (1982).

Williams, Mary B. "The Scientific Status of Evolutionary Theory." *American Biology Teacher* (Apr. 1985).

Wilson, S. J. "Of Churches and States." *Humanist* (Jan.-Feb. 1984).

Wood, James E. "'Scientific Creationism' and the Public Schools." Editorial. *Journal of Church and State* (Spring 1982).

Yudof, Mark G. "Educational Policy Research and the New Consensus of the 1980's." *Phi Delta Kappan* (Mar. 1984).

Young, Arthur M. *The Reflexive University: Evolution of Consciousness*. San Francisco: A Merloyd Lawrence Book, 1976.

JUDGES' CRITIQUES

First Judge Critique:

John Bart, University of Kansas

Before I discuss the issues which led to my decision I would like to take a moment and recognize the achievements of several people. I would like to congratulate the two teams and their coaching staffs on a fine final round and tournament. The two schools represent fine debate traditions which have been enhanced by these four debaters.

While argument on the individual issues was very good in this debate, the two teams were less effective at developing the interaction between issues. The major problem in this debate was each team's choice to ignore the interaction of arguments advanced in the debate. As a result, I find myself intervening into the debate to develop a coherent reason for decision. Each of the final rebuttalists could have made this debate clear for their cause. They did not; as a result, as a wise man once said, "The choice was tragic."

My evaluation of this debate begins with an identification of the two policies which are left to choose from at the end of the debate. The negative is upholding the status quo as described in the inherency contention. That is, states will move toward legislation which will mandate equal time for creationism and evolution. The policy implication of the equal time proposal is that teachers will stop teaching evolution rather than begin teaching creationism. This implication is clearly advocated against the affirmative overview to the dehumanization disadvantage. The evidence read by the negative assumes that teachers would rather not teach creationism. The affirmative fails to attack this assumption and proceeds with the assumption that teachers will teach both theories. The negative has strong evidence indicating that both theories will be neglected if the only other option is equal treatment. The affirmative policy would ban the teaching of creationism; the result would be that evolution would be exclusively taught. The choice at the end of the debate is whether or not evolution should be taught. The policy of neither team would allow for the teaching of creationism.

After identifying the two policy options, the debate becomes easier to evaluate. Initially, the negative wins the dehumanization disadvantage. Evolution integrates humans into nature and decreases the perspective that humans are unique. If humans evolved from other animals they are equal to those animals. Creationism, however, would argue that humans are created above other animals making them unique. The negative argues that humanization is necessary for survival. Rather than attempting to argue the impact of the disadvantage, the affirmative argues that while preparing to teach creation and evolution together teachers would learn more about evolution; thus teaching the two theories side by side would enhance evolution and increase dehumanization. The affirmative argument is defeated when the negative argues that teachers will neglect the teach-

ing of both if forced to provide balanced treatment. Thus, the negative wins that through the exclusive teaching of evolution students will be dehumanized, resulting in an inability to cope with future problems.

The public schools disadvantage argues that reforms in the curriculum save the public schools. Saving the public schools is bad, they say, because the public schools' hidden curricula is the greatest threat to liberty. Saving the public schools, it is argued would also cause a war--however, there is no explained scenario for the war. This disadvantage conflicts with the negative case attacks. If the case attacks are correct and evolution is more inaccurate than creationism, the affirmative would destroy the public schools by guaranteeing bad curricula. However, this argument is never made. The negative argues that equal time proposals would result in both theories being neglected, and as a result the creationism link to the disadvantage is no longer applicable. Both teams risk destroying the curriculum. However, perceptually the affirmative plan would appear as a reform, so there is some greater risk in the short term of preserving schools. The negative links assume the status quo's progress which will continue until people leave the public schools. While the risk of the disadvantage is small, there is still some net advantage to remaining with the status quo.

The major argument the affirmative attempts to win is the New Right advantage. The advantage is premised upon the New Right's control of the educational system. If creationism is taught in the public schools, it will support fundamentalist religious positions. The fundamentalist influence on education will in turn lead to a neo-conservative government which would approach governing in a manner that would make war more likely. The advantage rests on two assumptions. The first assumption is that creationism will be taught in the schools. As I indicated earlier, neither the affirmative nor the negative policy will result in the teaching of creationism. This means that the fundamentalist perspective never manifests itself in the curriculum. Without the teaching of creationism, there is no increase in the New Right's power. The second assumption is that creationism is based solely on the Bible and is an incorrect theory. The negative argues at the bottom of the case that Darwinism is a religion of sorts and that there is better scientific evidence supporting creationism. The negative evidence is not that strong, but the affirmative fails to defeat this position in the final rebuttal. The implication of this argument is that creationism can be seen as science, and as a result would not have to be taught solely through the Bible. The risks the affirmative team identifies come from accepting the Bible on faith. According to the negative evidence, this is not the case in evaluating creationism. Finally, the negative provides an alternative scenario for the New Right's ascendance to power. They argue that the political defeat of the plan would mobilize the New Right movement. This mobilization would bring the New Right to power more quickly because it would occur when the plan is adopted rather than occurring after the equal time proposals had been passed in each state--a condition the affirmative team argues would take a long time. It is possible that there are two ways the New Right can come to power.

The negative perspective seems to have more credibility and also a much shorter time frame.

Finally, the first negative does a fine job of developing a case flip. He has demonstrated that (1) Evolution is a dogma--hence, a religion of Darwin; (2) Evolution cannot be supported by fossil records; and (3) Creationism is a more practical theory. The implication of these arguments is that the affirmative fails to meet its own criteria for the establishment clause. That is, the plan establishes and entrenches a religion--Darwinism. The best Constitutional position is to neglect both theories which is the result of the negative's policy.

In the end, the negative strategy of running many small positions and keeping a significant number alive in rebuttals created obstacles the affirmative could not overcome. Based upon this debate, there are no benefits to teaching evolution and several risks which suggests the status quo is the superior policy.

Second Judge Critique:

Michael Bryant, Eastern Illinois University

I would like to take this opportunity to express my congratulations to the debaters and coaches from both the University of Kentucky and Georgetown University on their fine performances at the 1986 National Debate Tournament. Few people outside of intercollegiate debate understand the tremendous sacrifice and dedication that go into an achievement of this nature. I sincerely hope that all of the involved parties receive the acclaim that is so richly deserved. Of particular significance, I would like to congratulate Ouita Papka of the University of Kentucky on becoming the first woman to win the NDT.[26]

In terms of the debate itself, I believe, simply, that there is greater risk of the disadvantages, most particularly the New Right flip. My gestalt impression of the round is that affirmative significance is boiled down to a long-term risk of new dark age, the negative's postion on New Right backlash seems to get a quicker impact, and that the basic affirmative thesis in favor of free-thinking is countered by the epistemological tunnel vision argument and the disadvantage of propping up the institutional orthodoxy of the schools.

The case, for me, boils down to two questions: "Is creationism being taught now?" and "Is creationism bad?" Though I admit that I am not very inclined to vote on inherency positions, it does seem to me that the affirmative does end up giving much of their ground away in their attempt to undercut the uniqueness of the disadvantages. Georgetown ends up admitting only two states allow creationism and they grant out the snowball inherency position to minimize the disads. This leaves them with, as far as I can discern, only the assertion of a long-term trend toward creation-

---

[26] Sarah Benson of Ohio State University, debating with Dale Williams in 1962, was the first woman to win the National Debate Tournament.

ism. Frankly, I believe that the affirmative wins some small risk of future creationist curricula, but the degree of the overall risk is minimized greatly by the failure of the affirmative to show that any potential problem is very short-term or widespread.

This failure to substantiate a widespread potential for creationism is made worse by Georgetown's decision not to extend the constitutional violation harm. As long as the affirmative was extending that position, any example of creationism was enough for the affirmative to win the rather substantive risk of religions tyranny. Instead, the affirmative kicks out constitutionality and basically boils the case down to the positions that creationism is factually wrong and that creationism will feed the New Right, stifling free thinking and enhancing the risk of religious wars. Not surprisingly, Kentucky argued that the plan would upset the New Right (due to the convictions already identified by the affirmative), causing them to rally and take control of society, thus flipping the new dark age impacts from 1AC. 2AC offers very few responses to this position, and examination of these responses causes me to believe that the affirmative impact is flipped. 2AC says the abortion issue takes out uniqueness, that past bans did not provoke backlash, and that the potential for backlash is very limited. Ms. Papka, in 2NC, responds with evidence indicating that the New Right feels that creationism is important, that actions in the public schools are critical, that past actions are irrelevant because now is the critical time, that we are presently on the brink of backlash, and that the New Right will be able to take control.

At this point, however, the chain of extension and response starts to break down. 1AR, as far as I can detect from my flow, only repeats three 2AC labels on this position. Abortion is taken out by the schools'critical position, the mechanism of backlash is established by the negative evidence on "huge inroads" made by the New Right, and past reactions is taken out by the card indicating that the critical time is now. 2NR points out how 2NC evidence is left unrefuted, with the result that 2AR chooses to spend a great deal of time "clarifying" this issue. Despite a spirited 2AR attempt to escape this issue, I am left convinced that an immediate New Right takeover is more likely if we upset them by totally prohibiting biblical accounts. In any event, the time-frame for the nuclear war is much quicker with a New Right backlash in response to the plan than it is for the long-term trend toward more creationism in the classroom. The concessions, noted above, on inherency come back to haunt the affirmative by pushing back the time frame for their nuclear war from New Right indoctrination. Thus, I believe the negative to get a better link to a quicker impact scenario on the New Right flip. I see this impact as clearly outweighing any remaining significance that the affirmative might claim from creationism being factually wrong.

The position that creationism is factually wrong is also countered to a large degree by the negative's arguments on why we need to avoid the type of tunnel vision that accompanies single perspectivism. Though I readily admit to my personal enthrallment with the new wave of epistemological policy arguments in academic debate, I was particularly impressed by the manner in which this argument was extended in rebuttals. The

Dixon '80 evidence explains that there is no univeral objectiveness and the Postman '79 card warns that we should avoid fixed educational policies, given that there is no truth with a capital T. The impact is the McGrath '76 evidence on how tunnel vision leads to inadequate coping skills when facts are challenged. Affirmative only has two answers: (1) evolution gets critical thinking, and (2) fundamentalism is worse. The critical thinking advantage would only kick in in the long-term, though, since we would have to risk tunnel vision to kill off creationism. The negative position that teaching both would be the best way to develop critical thinking seems a more believable position. As far as fundamentalism being worse, as long as there is any minute risk that evolution is wrong, the imposition of the institutional orthodoxy of evolution would appear to be just as big a threat to free thinking as creationism might become. The position that we should avoid fixed policies in education becomes a very credible position.

Though the New Right flip and the tunnel vision position were enough for the negative to win my ballot, several other issues helped clarify the decision. Most significantly, I believe that the negative won at least some impact on the "save schools" disadvantage. Affirmative claims that there is no link, since only two states have creationism, and even in those two states the emphasis is on equal-time for both creationism and evolution. While this certainly lowers the risk of the disad's impact, I do not see a total elimination of risk. If anything, the impact of the disad exists in the same time frame as the risk identified in the affirmative case. If the affirmative is right that creationism is a long-term risk, then this disad is simply a long-term counterimpact. Negative responses that creationism spurs an exodus from public schools, trades off with other curriculum area, and lowers the quality of education (which seems very consonant with affirmative case evidence), seem to serve as adequate links to persuade me that the affirmative does initiate a reform that would improve instruction and thus prop up the structure of public schooling. 2AR says that the New Right makes this disad non-unique, that New Right dogmatism is worse than institutional orthodoxy, and that the New Right impacts from case are quicker. Perhaps I did not fully understand this uniqueness argument, but if the New Right is in control, perpetuating creationism dogma, and the affirmative removes this unsavory influence, then this would clearly seem to be the link to the disad. Dogmatism versus institutional orthodoxy seems to be a fairly even and unresolvable match. Finally, I don't see the case impact coming any faster than the disad impact, given the above analyses on why the affirmative time-frame is pushed back and since the link to the disad seems to be fairly linear with whatever trend to creationism might exist.

Also worth mentioning is the argumentation on the "anthropological dehumanization" disadvantage. The thesis of this disad, I believe, is that focusing on evolution is undesirable because such practices denigrate the study of those things that are uniquely humanistic. Affirmative responses hinge on their first and last responses, namely, that the plan does not emphasize evolution and that teaching creationism actually increases the amount of instructional time spent on evolution, resulting in more net

understanding of evolutionary doctrines. The first response seems to be rather firmly answered by the five responses in 2NC, i.e., (1) that the 1AC evidence indicates that creationism destroys alternatives, (2) that the effect of the plan would guarantee only evolution instruction, (3) all creationism instruction would be chilled, (4) dual presentation distorts, and most importantly (5) the evidence from Edwords '85 indicating that creationist pressures have had an intimidating effect on evolution instruction. While the 1AR presses these positions, 2AR basically grants them. The remaining issue then is the affirmative response on creationism increasing evolution.

Though I personally feel this position is at clear contracdiction with the thesis expressed by most of the evidence in 1AC, the negative chooses to simply refer back to their evidence at the top on the link. Basically, I am left with two conflicting pieces of evidence: the affirmative card from Stewart '83, which says that teaching creationism forces teachers to focus on evolution, versus the negative card from Edwords '85 that creationism pressures intimidates teachers to avoid evolution. Two self-imposed criteria enabled me to resolve this crisis. First, given the failure of either team to impose evidence criteria, I impose my own criteria and opt in favor of the Edwords card because it is clearly the more recent. Secondly, I am left with the distinct impression that every source of evidence on harm in 1AC would argue that creationism at least risks the distortion of evolution, particularly since all of the evidence in 1AC indicates that creationism forecloses other alternatives. Internal consistency seems as valid as any other judge-imposed evidentiary criteria. Thus, negative wins some loss of what is uniquely human, and takes out the turn.

Third Judge Critique:

Rich Edwards, Georgia State University

The NDT Final Round was a return to the past in some ways. It featured the return of the Philademic Society at Georgetown University to its accustomed position in the concluding rounds of the national tournament. It also represented a return to a traditional negative strategy by the University of Kentucky. This negative team simply went down into the trenches against the case with a head-on challenge and said "Let's slug it out." By rebuttals there was no theory debate, no counterplan, and only the hint of a topicality attack. The outcome of the debate depends upon the answers to two key questions.

1. *Will banning the teaching of creation prevent a "new dark age"?*

In the final rebuttal, Mr. Mazarr grants to the negative team all case harm in the original (A) and (B) subpoints, but continues to argue that teaching creationism will aid fundamentalism and lead ultimately to a "new dark age." The impact of this case position, according to the affirmative team is "immediate war." The intermediate link to this war is the destruction of critical thinking and a climate of anti-intellectualism. By

the end of the round, no one is contesting the ultimate impact of the destruction of critical thinking. If the affirmative team clearly wins this (C) subpoint, then it may indeed win the round.

The negative team has challenged the "New Dark Age" position at the link level. The first argument is that the teaching of evolution alone is actually more dogmatic and more destructive of critical thinking than would be the teaching of creation alongside evolution. This argument is essentially cross-applied from other portions of the case debate ("tunnel vision bad"). It seems clear to me that the negative team wins the exchange on critical thinking. The Young evidence which claims that a stampede toward the teaching of evolution alone turns "the present incomplete notions of science into dogma" is especially persuasive here. While the affirmative team had read some good first affirmative constructive speech evidence saying that evolution was not taught in a dogmatic fashion, there had just been too little response in 2AR and 1AR on these issues. There never was a response, for example, to Mr. Brownell's third argument on the "evolution wrong" underview that acceptance of evolution requires an act of faith. The "tunnel vision" argument was being clearly won by a preponderance of negative evidence. The affirmative team seemed to know that it was losing these issues and sought to jettison them by discarding all of the case in 2AR except for the (C) subpoint. But the reasons given for fundamentalism bringing in a "new dark age" depended upon the assumption that fundamentalism involved the destruction of the ability to "derive conclusions logically" (the Futuyma evidence in 1AC") and would promote a climate of "anti-intellectualism." The 1AC link cards in the (C) subpoint directly used the phrase "critical thinking" as a part of the explanation as to why creationism is bad. It is true that the negative team had not highlighted the ways in which the (C) subpoint depended upon the critical thinking links, but it is also true that the effort to separate the (C) subpoint from the remainder of the case did not occur until the final affirmative rebuttal. When the negative team wins the argument that the teaching of evolution alone destroys critical thinking, it makes it impossible for the affirmative team to get a clean link to the (C) subpoint case harm.

The negative team also challenged the (C) subpoint link by arguing that the assault on the "New Right" launched by the case would actually strengthen the movement. The negative team argued that the banning of creationism would actually promote a backlash phenomenon that would end up strengthening fundamentalism. The affirmative answers (those extended in 1AR) are that (1) the brink evidence is old; (2) the backlash has empirically not happened in the past when creationism is banned; and (3) promotion of critical thinking is the only way to stop fundamentalism. The third answer fails because the critical thinking issue is being won by the negative. The second answer depends upon an inherency exchange which the negative team won. The first answer does take some of the edge off of the negative argument *as a disadvantage,* but the backlash position at least accomplished its objective of neutralizing any independent impact which could arise from the (C) subpoint.

In the final rebuttal, the affirmative team was claiming only the case impact from the (C) subpoint and attempting to separate that subpoint from the many issues which it was losing in other parts of the case debate. The domination of the case issues on evolution by Kentucky is so complete that Mr. Mazarr at one point in 2AR grants that "evolution may not be testable, may not be good." All of Mr. Brownell's underview on "evolution wrong" is being clearly won by the negative. The affirmative team could have gotten away with dumping the rest of the case and going for the (C) subpoint only if that subpoint had been truly independent from the critical thinking and dogmatism issues. In my judgment, the subpoint clearly *did* depend upon the broader issue of whether evolution was right and creationism was clearly wrong. Had that not been the case, Kentucky still makes the point moot with the backlash position.

2. *Does the negative team succeed in "turning" the dehuminization disadvantage?*

The affirmative team had argued that the teaching of evolution alone would destroy the sense of man's unique position among species. The argument is that if man is seen as nothing very different from a blade of grass or an ant, then life loses its importance. Other Hitlers will arise who see nothing particularly wrong with "mowing the grass" or "letting the weak go to the wall." Social Darwinism would arise, causing scientists to use genetic tools to decide which people should be allowed to live and breed.

The negative team took a very unique strategy on this disadvantage. Its argument was that the teaching of creationism actually gives the greatest boost to the belief in evolution. Several pieces of evidence made the point that when science teachers are forced to give more time and attention to the study of origins, they must accordingly increase their knowledge of evolution. Their argument is that the best way to de-emphasize evolution is to ban creationism. This turnaround strategy forced Kentucky into reading normally affirmative evidence about how the teaching of creation would destroy the school teaching of evolution. This point simply became a matter of comparing the evidence on both sides. I concluded that the Kentucky evidence was better because it related more to what judgments *students* ended up making. The Georgetown evidence talked only about how science teachers were required to be more informed on evolution when creationism was also taught. It may be that both judgments are true: side-by-side instruction means that teachers learn more than they otherwise would about evolution *and* that more students choose creation as true when both are offered. The latter conclusion is, however, more relevant to the disadvantage. What students learn is more important than what teachers know. In my judgment, the disadvantage is not successfully turned and is won by Kentucky.

The "save schools" disadvantage did not really have quantifiable impact (as Georgetown claimed), but I saw no effort by the affirmative team to turn this disadvantage. The final two disadvantages were give too little emphasis in either the last two rebuttals to affect the decision.

In summary, I felt that Georgetown was beaten inside its own case arguments. Kentucky simply won the positions that the best way to promote critical thinking is to teach both evolution and creation in the schools. In addition, Kentucky won the dehumanization disadvantage.

I wish to offer my congratulations to the national champions from Kentucky. J.W. Patterson and Roger Solt have done a masterful job of developing this dominant program. Perhaps as impressive as Kentucky's win, however, is the incredible performance of Georgetown in reaching the final round. In preceding elimination rounds, this team proved beyond doubt its skill by defeating the highly ranked teams from Baylor and Emory. Greg Mastel and Bradley Ziff certainly are to be congratulated for their outstanding coaching accomplishment.

Fourth Judge Critique

Dallas Perkins, Harvard University [37]

Fifth Judge Critique:

Marty Sadler, Houston Baptist University

A milestone has finally been reached in national circuit NDT debate. As Ms. Papka notes in her side comments, this is the first time that the NDT has been won by a woman.[38]

Many excellent debaters have failed in past years to be the first woman to win the NDT, and the accomplishment is long overdue. I want to join with Ms. Papka in noting the importance of this accomplishment, and add to that the sincere hope that in the future the successes of women in NDT debate will no longer be seen as somehow unique or remarkable. I hope this activity, and the individuals participating in it, are mature enough to recognize debate as a "sex-neutral" activity, one in which men and women compete side by side with equal demands and equal opportunities to succeed. That comment made, I want to add that all four debaters deserve congratulations for their achievement in reaching the final round. Many have had this as their goal, and have fallen short. I was particularly impressed by the quality of the debates I heard in the elimination rounds at this year's tournament. The competition was as strong as I have seen it.

As for the debate itself, I feel that the negative effectively neutralizes affirmative claims regarding the link between dogmatic teaching and the eventual move to authoritarianism in the US. Further, these same impacts are captured in the disadvantages. I will detail my discussion of

---

[37] Critique not received.

[38] See note 26 for earlier winner.

the debate in three sections: general negative strategies, the development of the disadvantages, the the 2AR strategies.

General negative strategies. It has become common in debates for negative teams to plot carefully their strategies around a plan of time trades. Each argument initiated by the negative requires an allotment of affirmative time for responses. Where possible, negatives have developed a strategy of forcing affirmative use of time to answer arguments that will not figure in the ultimate outcome of the debate, thereby creating for themselves a favorable trade of time to be devoted to the issues that will figure in the decision. In this debate, the negative used this strategy to perfection. Initiation of the counterplan and topicality arguments forced the affirmative to allocate more 2AC time than was wise. Again, when the negative extends the "academic standards" violation into the negative block, the 1AR is forced to allocate about thirty-five crucial seconds to extensions on this argument. The negative team is able to ignore these arguments without penalty in the 2NR, and they get the affirmative into a weak position in terms of available time to deal with arguments that remain in the debate. Moreover, the 1NC strategy of strings of evidenced responses to the case advantage, and similarly fashioned answers to the affirmative "underviews," further erodes 2AC time. Much of this last string of fourteen answers remains around to haunt the affirmative in the decision calculus at the end of the debate.

The disadvantages. Initially, he similarity of the four disadvantages can be seen as additional evidence of the negative's strategic use of time. The affirmative responds to the disadvantages as though they are distinct, when there is very little to distinguish at least the last three disadvantages from one another (they are labeled "anthropological dehumanization," "evolutinary fatalism,"and self-fulfilling conflict"). Each of the last three disadvantages discusses the impact of scientific thinking on human socialization. The 2AC answers are, understandably, repetitive and exact their toll in time lost for dealing with the 1NC extensions on the underview.

Essentially, I see the debate swing to the negative as the 2NC extensions show a greater level of sophistication with these arguments. For example, the 1AR overview to the disadvantages merely feeds their links. 1AR argues that there will be no snowball to dissolution of public schools, since the "New Right" merely seeks equal time. Extending the "save public schools" disadvantage, the 2NC has already read excellent evidence on the impact of a dual system (creationism and evolution together). The first card (2NC's second answer off 2AC's first, *Journal of Contemporary Law* 1983) shows that the dual system would have to expand to other courses in the basics. The next response (Edwords, '81) explains the impact for education: "[W]ith classroom time at a premium there is no opportunity for adding new material." Both these cards suggest that teaching Creationism on an equal time basis is bad for public schools since it causes an erosion of time in the basics (this would be "good," since the disad claims that public schools are harmful and should be allowed to move toward there own demise). Thus, the plan reinforces the schools by buying time away from the push for equal time provisions

for creationism. The impact, chilling dissent and authoritarianism is undenied since the affirmative wants to claim this impact as a turn.

The last three disadvantages can be treated together. The best affirmative answer is 2AC's sixth response: "turn; we increase discussion." This answer is potentially a turn for the first disadvantage as well, since the increased discussion is claimed as having the end result of better understanding of evolutionary principles. The evidence (Stewart, '83) suggests that the increased discussion could result in increased understanding of evolution and all biology. Again, we're talking about the present system, and both teams (since this is the link turn) are accepting the thesis is that scientific education is bad and leads to dehumanization, fatalism, and therefore conflict (to restate the impacts to the three disadvantages). The 1AR reads additional evidence here, claiming that there would be an increased knowledge of science, and that issue discussion would be enhanced since teachers have to read both sides. Again, the negative evidence is superior and assumes the balanced time approach that is apparently moving through the present system. The first card (Edwords, '80), says that teachers don't like the balanced time approach (presumably both because of the loss of classroom time and because of a distrust of creationist theories) so they don't teach either side. The second card (Skoog, '78) is also descriptive of present response to pressures to teach creationism with evolution, and it says that the greatest unifying theme of these situations is a distorted view of biology. Finally, 2NC reads evidence (Edwords '85) indicating that the space requirements intimidate teachers and they don't teach either side.

As I see the debate, both sides are arguing for academic freedom as a crucial goal (free thinking societies are able to avoid the mistakes of authoritarian governments). By ignoring the dissent aspect of the first disad, the affirmative is unable to break the negative's advantage here. The first disadvantage gets for the negative the following impact: the affirmative case takes an action which chills one form of dissent (creationism) and at the same time revitalizes the public school system which is already built around confirmity--the case impacts are already happening. Further, the plan would enhance the scientific determinism aspects of present schooling, by promoting a clearer understanding of evolution and biology. Since the affirmative is going for link turns on these last three disadvantages, there is no answer to the negative claim that this independently leads to wars.

The 2AR. In the last affirmative rebuttal, Georgetown finally tries to capitalize on what I thought was an essential strategy from the beginning. There is some effort made in the last rebuttal to suggest that the tyranny claimed on case was a uniquely dangerous type. There are some pretty effective cards in the 1AC detailing the militarism that is associated with religious tyranny in particular. This is a good strategy, but too little and too late in my estimation. At the same time, the 2AR tries to address the disads by claiming that there is no active link. In other words, absent a massive snowball to the teaching of creationism throughout the educational system, the increment of disad impact is low. Again, this is a potentially strong position. However, the link between chilling dissent and an

already established authoritarian system is not denied on the first disadvantage. It may be true that we don't see lots of wars happening now, but that is as much an argument against the threat of yet-to-come authoritarian regimes as it is an admission of the link to the last three disads (enough creationism now to stand as a firebreak against the dehumanization of scientific thinking).

In short, it may be ironic, but this ballot against the resolution is built around the negative's argument that the public school system in America is both tyrannical and inefficient, and that its inefficiency is the best thing about it.

1986 NATIONAL CEDA TOURNAMENT FINAL DEBATE: IS MEMBERSHIP IN THE UNITED NATIONS NO LONGER BENEFICIAL TO THE UNITED STATES?

Edited by James R. Brey

The first National CEDA Debate Tournament, sponsored by the Cross-Examination Debate Association, was held at Wichita State University on April 5-7, 1986. Professor Robert Vartabedian of Wichita State University hosted the tournament. Professor Michael Bartanen of Pacific Lutheran University served as tournament director.

Eight preliminary rounds and six elimination rounds resulted in a final round between Florida State University and Macalester College. Anne C. Crenshaw and Miguel Delao, coached by Curtis Austin represented Florida State on the affirmative. Molly McGinnis and Paul Benson, coached by Dick Lesicko, Tim Baker, John Jackson, and Scott Nobles represented Macalester on the negative.

The final round was judged by David Frank from the University of Oregon, Dale Herbeck from Boston College, Gina Lane from William Jewell College, Suzanne Larson from Southern Utah State College, Jeffery Philpott from Gustavus Adolphus, Jon Ritter from Wichita State University, and Kevin M. Twohy from Carroll College. The decision was 5-2 for Macalester.

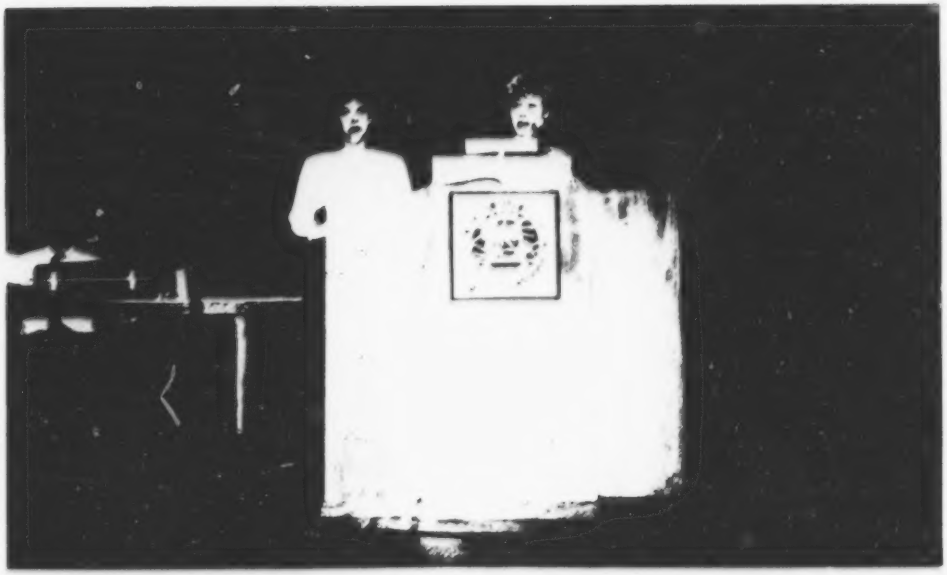
The debate was transcribed from a cassette tape recording. Except for the correction of obvious unintended errors this is as close to a verbatim transcript as was possible to obtain from the recording. Evidence used in the debate was supplied to the editor immediately following the round. Sources of the evidence have been verified as indicated in the Works Cited. Footnotes supply the exact quotation and other information

---

Mr. Brey is an Instructor of Speech Communication and the Assistant Debate Coach at Vanderbilt University.

when necessary. When the source was not available to the editor or was not located after a reasonable search, the term "source indicated" is used in the footnote together with any additional information provided by the debaters. Quotation marks surround statements from unverified sources only when the debater has provided the editor with a photocopy of the original.

1986 National CEDA Tournament Winners
Macalester College
From left Mike Bartanen (tournament director),
Molly McGinnis, and Paul Benson.



1986 National CEDA Tournament Runners Up
Florida State University
From left Miguel Delao, Carrie Crenshaw,
and Molly McGinnis (Macalester College).

First Affirmative Constructive:

Carrie Crenshaw, Florida State University

Miguel and I stand resolved: That membership in the United Nations is no longer beneficial to the United States.

In beginning our affirmation of the resolution we wish first to note one observation. Observation number one. Criteria for evaluation of the resolution. (A) subpoint, definitions. Initially, we'd like to note that the affirmative has the right to reasonably define terms because otherwise the negative could always define the affirmative as falling outside the scope of the resolution.

The term United Nations implies only the General Assembly, the Security Council, and the Secretariat. Thomas Franck, Director of Research for UNITAR, the UN's think tank, explains what the UN is, in 1985:

> This impression [of disillusionment and disappointment with the UN] cannot be rebutted by reference to public opinion polls demonstrating continued support for selected UN activities such as help to developing countries, the eradication of malaria, or the useful activities of the World Bank and the International Postal Union. The American public is sophisticated enough to know that these praiseworthy activities are carried out by agencies that are largely independent of the principal institutions of the UN. When the laity think of the United Nations, they have in mind the organs which deal with highly visible political disputes: the Security Council, the Secretariat, and especially the General assembly. [These three organs] which deal with the big political disputes...are essential core of the system.(6-7)

In fact, Mr. Franck argues that membership to the UN is only really confined to those three areas when he writes:

> Between World Wars I and II the United States belonged to some specialized agencies, such as the International Labour Organization, even while refusing to join the League of Nations. Even now, we could continue to belong to the best of the functional bodies such as the World Health Organization and the World Food Programme, even if we decided to withdraw from the UN itself because of the initiatives of the core political organs no longer coincided with the US national interests. (7)

The final term needing definition, of course, is beneficial. According to *Webster's New World Dictionary* in 1979, beneficial means: For one's own interest.[1] Thus, we support the contention that beneficiality should be evaluated according to the United State's national interests.

Additionally we'd like to note subpoint (B). The US national interest defined. George Keenan, noted International Relations expert and Professor at Princeton, quoted in the December 16th 1985 issue of *Newsweek* gives guidelines by which to determine the US national interest: "[T]he United States

---

[1]Source indicated.

should be guided by three basic concerns--military security, the integrity of its political life, and the well being of the American people" (47).

Thus if we succeed in proving that the UN no longer acts to serve the interests set forth by Professor Keenan, the resolution can be affirmed.

The grounds for our claim are offered in contention one. United States military security is endangered by conflict. Subpoint (A) conflict control ensures military security. If we wish military security then we must limit conflict. Michael Klare, analyst at the Institute for Policy Studies notes in 1984: "Looking at the world as it is, and wishing to avert a global catastrophe, our goal must be more expedient: the deterrence, containment, and control of military conflict" (247).

Subpoint (B) small conflicts pose the greatest threat of global disaster. Former President Nixon points out this first in his 1984 book *Real Peace:* "The greatest threat to peace comes not from the possibility of a direct conflict between the United States and the Soviet Union, but from the chance that a small war in the Third World will drag in the two super powers and escalate into a world war" (73).

While it may seem obvious that conflict control is in everyone's interest, the UN only exacerbates conflict. Note contention two, the UN heightens conflict. The reason stems from how the UN functions. Please note subpoint (A), the UN is used to blow off steam. The original purpose of the UN was to provide the countries of the world a place where they could vent their frustrations in the hope that the pressures which build up due to unsettled disputes would be relieved without the necessity of blood and agony. Mr. Tugwell, of the Center for Crisis Studies establishes this in 1984: "[A]s Winston Churchill expressed it, 'better jaw, jaw than war war'.... The UN is the one place in the world where representatives of nearly all countries--regardless of size, wealth or power--are freely heard on a broad range of world issues. In this regard...the General Assembly is the principal forum for blowing off steam" (158).

However, things haven't turned out quite as Mr. Churchill expected. Subpoint (B), venting sows the seeds for war. The General Assembly is used to mobilize emotions, which cause conflicts. Mr. Tugwell continues in 1984:

> It cannot be said that this beneficial outcome has never occurred. It must also be said that in today's General Assembly, such occurrences are very rare. All evidence points to the safety valve theory being turned on its head. The venting of steam is for the most part hypocritical, stage-managed and conflict-oriented. Far from cooling passions, the techniques of name-calling and lying are intended to mobilize the Assembly on the side of the speaker, to discredit and isolate adversaries, and to cultivate climates of opinion inhospitable to national argument.(163)

UN involvement in every problem only causes conflict to become extended. Jeane Kirkpatrick, former US ambassador to the UN, examines this reality in 1983:

> In the process of being transformed from actual problems outside the United Nations to United Nations issues, the number of parties to a conflict is dramatically extended. A great many countries who would never be involved at all in the issue of the Golan Heights, for exam-

ple, become involved in that issue as the conflict is extended inside the United Nations to become a matter of concern to all the world. The United Nations is an arena in which many countries are brought into conflicts they might not otherwise become involved in. (96-7)

As the conflict becomes extended, everyone must choose sides in the issue and this causes more conflict. Professors Yeselson and Gaglione of Rutgers University explain in 1974:

> If a particular black African state wishes to maintain a neutral and helpful position vis-a-vis the Arab-Israeli dispute, it must consider the risk of alienating other Afro-Asian states in respect to issues on which it seeks their support. Politics at the UN, by constantly forcing states to choose up sides, progressively destroys neutral havens, which may mean the difference between war and peace.(175)

This conflict extension precludes the UN from peaceful settlement of conflict. Subpoint (C), venting precludes peacemaking. Mr. Tugwell continues in 1984:

> Nor is the UN's record in controlling regional conflict very impressive. In the Middle East, for example, fluttering blue and white UN flags and contingents of UN observers or peacekeepers never once prevented an Arab military or terrorist attack on Israel.... In recent years, undisguised UN hostility toward Israel has effectively disqualified that organization from its supposed pacific role in the Middle East. Significantly, the latest peacekeeping force in the region was sponsored outside the UN. (160)

We note subpoint (D), the UN is used to mobilize for war. The UN may be intended to cool emotions, and plenty of lip service may be given by its supporters to that goal, but the actual participants of the UN use it for mobilizing war efforts. Professor Yeselson and Gaglione of Rutgers explain:

> [The UN] is a weapon in international relations and should be recognized as such. As part of the armory of nations in conflict, the United Nations contributes about as much to peace as a battleship or an atomic bomb. Disputes are brought into the UN in order to weaken an opponent, strengthen one's own side, prepare for war, and support a war effort. (x)

While the UN would be a good forum for discussing the solution to real problems, it is instead exploited for the mobilization of war efforts. Mr. Tugwell agrees, "The plight of Palestine Arabs is real the UN ought to be a good forum for reconciliation, compromise and settlement. However, instead of venting steam one day and returning the next to contribute to rational debate, the supposedly injured parties in these disputes vent steam to mobilize for war" (165).

While the past has been more successful than portrayed here, that is only the past. Please note finally subpoint (E), the UN has had successes but is now an enemy of peace. Kurt Waldheim notes in 1984: "The system on paper is impressive. It has frequently helped to avoid or contain international violence. Yet in recent years it has seemed to cope less and less effectively with international conflicts of various kinds, and its capabilities in other areas of international cooperation have also seemed to dwindle" (93).

In addition, any past success cannot be taken as indicating of any future trend. Mr. Tugwell explains:

> The UN has enjoyed some success in peace-maintenance, particularly in the prevention of escalation and in helping parties in a dispute to disengage. Although nuclear war has been avoided, this is more to NATO's deterrence policy than efforts in the UN. Moreover, a reluctance on the UN's part to recognize or address the reality of Soviet expansionist policy, coupled with disarmament proposals that may undermine deterrence, could diminish rather than strengthen the preservation of peace in the future.(157)

The only conclusion Miguel and I can reach is that peace can be better assured by not employing the UN in conflicts. Yeselson and Gaglione note: The overwhelming majority of quarrels among allies are settled secretly or bilaterally. Even states basically at odds with each other forego the UN when they are unwilling to exacerbate tensions(165).[2]

We now ask you to stand resolved that membership in the United Nations is no longer beneficial to the United States.

Cross-Examination:

Paul Benson questioning Crenshaw.

Benson: The UN then consists only of the three major organs, correct? Crenshaw: Yes. Benson: OK, now, do the other areas of the UN contribute to the beneficiality of the UN? Crenshaw: Well, we're talking about membership in the United Nations according to the resolution. And membership in the United Nations only includes those three. Benson: So only those three. But do the other organizations contribute to our beneficiality of being in that particular organization. Crenshaw: I really don't know, and I would contend that is irrelevant, because it is not-- Benson: That is irrelevant? Crenshaw: Yes, it does not fit under the topic in any way. It is not a resolutional discussion.

Benson: OK. Now the CIA was established by Congress, correct? Crenshaw: That's correct. Benson: OK, and when we discuss the beneficiality of Congress would we not look at the actions of the CIA as part of that? Crenshaw: No, you wouldn't. In fact that's the analogy that Miguel uses most of the time. He says-- Benson: Yeah, I know. Crenshaw: Oh, good. Benson: Miguel is a nice guy. Crenshaw: If you're a member of the CIA, that does not mean you are a representative or a senator. Benson: That's irrelevant. I mean, doesn't, when you're evaluating beneficiality of Congress, would you not consider then-- Crenshaw: But, see you-- Benson: The actions of the CIA in that, you know, on balance calculus? Crenshaw: No,

---

[2]"The overwhelming majority of quarrels among allies are settled secretly and bilaterally or within the confines of an alliance setting. Even states basically at odds with each other forego opportunities to utilize the UN when they are unwilling to exacerbate tensions".

you must take the resolution as a whole. Benson: Resolution as a whole? Wouldn't we be taking the resolution as a whole if we did this? Crenshaw: No, you wouldn't because you have to deal only with membership in the United Nations. That is the only way you determine the benefits. That is the only thing that you are determining the beneficiality of.

Benson: OK. I need the national interest (A) subpoint. And all of contention one.

Benson: Now, the UN escalates these conflicts? Right? How many has it empirically escalated? Crenshaw: I think there is one example of the Arab-Israeli. Benson: The Arab Israeli dispute? Which one? (laughter) Crenshaw: The conflict in that area. Benson: In that area. I mean there are all kinds of conflict. Are we talking, like-- Crenshaw: Israel and the PLO is what I believe Mr. Tugwell is-- Benson: Israel and the PLO? Is that like UNIFIL? Is that what you're going to defend? Crenshaw: That was a peacekeeping operation. We're talking about venting. The blowing off of steam in the general assembly debate. Benson: OK. So blowing off steam is the impact then? Crenshaw: That is the link. Benson: That is the link to the impact. And the impact is what? Crenshaw: The fact that the UN exaserbates conflict and it contributes to-- Benson: Well, what'sthe impact of exaserbating the conflicts? Are we talking war here or what? Crenshaw: The nations use the UN to mobilize their war efforts, in fact Professors Yeselson and Gaglione say that-- Benson: Yeselson and Gaglione in '74, right? That's '74 evidence, correct? Crenshaw: Yes it is. Benson: Now you argue that, you know, we have to talk about current examples. OK. Now if that's true, how does this Yeselson and Gaglione even matter. It's twelve years old. Crenshaw: Well, you know, if you want to press the evidence. Benson: Why, I am. Will you answer my question please? Crenshaw: Well, it is 1974. Yes, it is.

Benson: OK, the Tugwell evidence. Tugwell's Heritage Foundation, correct? Crenshaw: No, he is not. He's from the Center for Crisis Studies. Benson: Isn't he published in *The World Without a UN*? Crenshaw: Yes, he is, but that does not-- Benson: And isn't that where you got the cite? Crenshaw: Yes, but that does not mean that is where he is from.

First Negative Constructive:

Molly McGinnis, Macalester College

We were told we would get time for thank you's so I'd like to do that first. Macalester College is very proud to be in the first final round of the National CEDA Debate Tournament. We would like to thank the members of the team that are here with us: Grant, Barb, Peter, Brenda, Steve, and Chris,[3] and our coaches Dick Lesicko, Tim Baker, John Jackson, and Dr. Scott Nobles.

Overview number one is that membership is inherently beneficial. (A) subpoint is that on balance, membership is beneficial and I'll cross-apply to

---

[3]Grant Killoran, Barb Birr, Peter Richardson, Brenda Smith, Steve Appelget, and Chris Cloutier.

their criteria on case side. Richard Gardner, Professor of Law at Columbia, 1982. "[W]hen we look at the activities of the United Nations *as a whole*, the evidence leads us to the unavoidable conclusion that the advantages of the UN. to our national interest outweigh the disadvantages" (50-1).

(B) subpoint is that no US means no UN. *Harpers* in January of '84 cites an anonymous high official of the administration who says "With us out, our Western allies would soon follow...along with many pro-Western countries in the third world...and the UN would soon collapse" (29).

(C) subpoint is that specialized agencies go too. Thomas Frank, who they cite, says in '85: As for wider withdrawal from the entire UN, the State Department has pointed out, that financial loss would constrain UN organization drastically and force them to cut back programs, including many regarded as especially important; refugee, health, and technical programs, for example (264-5).[4]

Overview number two is that they suffer from lofty expectations. And lofty expectations says that they expect too much out of the peacekeeping forces and it's not surprising that they conclude that they fail. (A)subpoint is the purpose of peacekeeping mission. Donald J. Puchala, professor of government, University of South Carolina, in 1983: The primary purpose of these UN missions has been to deter the renewed fighting, to gain time for diplomacy, and to discourage external and especially superpower intervention that could lead to...escalate to larger wars (578).[5]

(B) subpoint is that they are not supposed to shift parties. Alan James, Professor of International Relations in '83: "But if the parties refuse to move, it is not the peacekeepers job to shift them" (633).

(C) subpoint is failure is the fault of outside diplomacy. Indar Rikhye, professor of political science at Yale in '84: (Which takes out their final argument on Yeselson and Gaglione which indicates they are becoming other than the UN). "The lack of peaceful resolution of conflict has more often been due to the failure of diplomacy outside". (224).

OK, overview number two or overview number three, excuse me, is that the UN slows proliferation of nuclear weapons. (A) subpoint is that US is key to the IAEA [International Atomic Energy Agency]. Dr. Scheinman announced in '85 that to insure an effective agency, a leadership role by the United States is needed (67).[6]

---

[4]"As for wider US withdrawal from the entire UN system, the State Department has pointed out, that the financial loss would constrain UN organizations drastically to cut back programs, including many regarded as especially important; refugee, health, and technical programs, for example".

[5]"The primary purposes of these UN missions have been to deter renewed fighting, to gain time for dipolmacy, and to discourage external, and especially superpower, intervention that could escalate into larger wars".

[6]"One of the most important measures to assure an effective and credible agency enjoying the broad-based confidence so necessary to its effectiveness is a strong and continuing leadership role by the United States both within the agency and among its principal members".

(B) IAEA benefits the US. Robert Keohane, government professor at Harvard in Fall of '85: "[A]n international regime discouraging proliferation has greatly aided American policy..." (152).

(C) subpoint, key to the regime. Joseph Nye, professor of government at Harvard in Summer of '85: The main norms and practices of this antiproliferation regime are found in the NPT, the nuclear nonproliferation treaty, and the IAEA.[7]

Debra Miller, a political science professor at Columbia says in 1983 that The UN itself has also contributed to the articulation of norms against the use of nuclear weapons. The reluctance of weaker states to use nuclear weapons in local disputs may derive in part from the U.N.'s norm agains such an action from the perception that sanctions would be employed (136).[8]

(D) subpoint is that the regime is effective. Leonard Spector from Carnegie Endowment for Peace in 1985. Safeguards probably detect most illegal uses of these plants and therefore pose a significant deterrent to proliferation (55).[9]

(E) subpoint it slows the prolif rate. Lewis Dunn is from the ACDA in October of 84: "Without the NPT, political constraint to the bomb's spread would be undermined..." (15).

Finally, subpoint (F) and it says that proliferation is disastrous. Scheinman says in '85: "The proliferation of nuclear weapons to more countries would increase prospects for their use, risk involving the super powers, and raise the possibility of cataclysmic nuclear war" (1).

I'm on their observation number one now. (A) subpoint says definitions, that they have the right to be reasonable. First argument here is we will argue that they need to realistically define. And when the overview argues, you know that there is a link between the United Nations and the specialized agencies in terms of funding, that is realistic.

They argue only General Assembly. First argument is parallel to Congress. Now when Congress debates and decides that something needs to be done they delegate that to an agency which they set up, or a commission which they set up, and that's a delegation of responsibility. And we argue that there's the same delegation within the United Nations.

---

[7]"The main norms and practices of this regime are found in the NPT and in regional counterparts such as the Treaty of Tlatelolco, which aims to keep Latin America non-nuclear; in the safeguards, rules, and procedures of the International Atomic Energy Agency (IAEA); and in various UN resolutions".

[8]"The UN has also contributed to the articulation of norms against the use of nuclear weapons. While the restraint of the superpowers in this area is due more to their perception of self-interest than to UN norms, the reluctance of weaker states to use nuclear weapons in local disputes may derive in part from the UN's norm against such an action and from the perception that sanctions (e.g., the cutting off of military assistance by one's allies) will be applied within the UN context against countries that violate the norm".

[9]"Despite certain shortcomings, these safeguards can probably detect most illegal uses of these plants and therefore pose a significant deterrent to proliferation."

They argue from Franck in '85 that talks about political disputes. First argument is why is the affirmative definition distinct? Why is that the only definition? Why is the analysis I give above inappropriate?

They argue that between World War One and World War Two we still belonged to these things. First argument is that a poor analogy between the League of Nations and the United Nations, because we argue now that the funding of both is inextricably tied.

They argue that beneficial means to be in one's own interest. And that's on observation two, the (A) point, where they talk about the definition of benefit. First argument is who is "one's own interest"? I mean is that your interest, or my interest, and how do you weigh those things? Second argument is we will maintain on balance. That you divy up the costs and benefits of the United States membership in the United Nations and we will conclude that we win. Third argument is how do you weigh? If they prove a benefit and we prove a cost, or vice versa I guess would be the case, you know, how would we decide who wins? Who is the individual cited in their definition?

The (B) subpoint is from Mr. Kennan in 1985. He says that we should be guided by military security, the integrity of political life and the well being of American people. First argument is what are sub-definitions? That is, what is the integrity of the American people What is military security? And those things are not defined, and if you're not certain whether or not the U.N. hurts those or helps those, then there can be no assertation of whether or not the UN is beneficial or not.

Second argument is why only this? Why are these the only three elements to talk about? Why can't we talk about health, welfare, and all that? Then they would argue that's within their third definition, which only, which illustrates my point that they need sub-definitions before you can argue it. Third argument is how do you weigh? And that goes back to the on balance criterion above.

I am on contention number one, (A) point. They talk about how conflict control; the need for conflict control. First argument is they do not identify third world conflict. Second argument is they do not identify UN fostered conflict, in fact there is no mention of the UN at all in the card. Which would indicate that Klare is not really concerned about the UN conflict in particular, but, just about conflict.

Fourth argument is not only peacekeeping. Which would indicate that we will argue that peacekeeping is not the only [unintelligible] to peace, nor should peace be the only thing that is discussed because that's not what Kennan discusses only.

On the (B) point they talk about how small conflicts are the greatest risk. First argument is what are the scenarios? I mean, what does this author assume about what would be the greatest risk? Second argument is how large of a conflict is needed before this harm arose? And third, is this fostered by the UN? Does this piece of evidence indicate that such things are fostered by the United Nations?

Their contention number two. (A) subpoint says that the UN is used to blow off steam. Tugwell in '84. First argument is he's from the Heritage Foundation, and we would indict him in particular. *Atlantic Monthly* says in January of '86. "We're not here to be some kind of Ph.D. committee giving

equal time, says Berton Pines, a vice president of the Heritage [Foundation]. Our role is to provide conservative public-policy makers with arguments to bolster our side" (Easterbrook, 72). They reach their conclusion first.

Second argument is that debate is a substitute for war. Elliot Richardson is the Representative to the Law of the Sea in 1985. "[T]he long-winded debates are often surrogate for war..." (Fasulo, vi). Third argument is the war is over arms. C. Maxwell Stanley, from the Stanley Foundation in '82: "In the area of peace and security, the General Assembly provides a neutral forum where parties to a dispute can fight with words rather than weapons" (105). Third argument, excuse me, fourth argument is that third world gets to vent their aggressions. Seymour Finger says in '85 that "Sometimes, too, fiery statements at the UN by Third World countries are a substitute for redeeming their pride by going to war when they know going to war would be disastrous" (Fasulo 65). OK?

Final argument is that there are no empirical examples. No indication of where the UN has fostered this sort of thing.

On the (B) point they state it equals the seeds for war. First argument is that they have a good track record. A. LeRoy Bennett, of the University of Delaware in 1984: "[T]he record of the UN in conflict resolution is surprisingly encouraging. Of more than 150 disputes considered by the Council and the Assembly, not more than a dozen remain" (130).

Second argument, nope that's enough there.

On the next argument from Kirkpatrick, they talk about how (unintelligible) is extended. First argument is, even if it is prolonged it's better than no peacekeeping. K. Venkata Raman, professor of law at Queens, in 1983 says that "It is true that in some situations...indefinitely extended peacekeeping operations have not served to produce a settlement. But the absence of peacekeeping would have aggravated the situation much further" (376).

Next card is from Yeselson and Gaglione. They argue that they choose sides. First argument is 1974 evidence, and they better show some empiricals since then in the twelve intervening years. Second argument is that the empirical needs to be the standard. We argue that the empirically peacekeeping is good. Third argument is that does not talk about the superpowers which means they don't win the Nixon argument above. Fourth argument is that they do not show a snowball. That is Yeselson and Gaglione do not say that these conflicts escalate into the types of things the impacts come off.

(C) subpoint they talk about how peacekeeping does not prevent. First argument is this is only talking about Israel. OK? And that's the Tugwell evidence again, the indicts cross-apply here.

They argue that outside the United Nations work. First argument is the MNF was not peacekeeping it was war. Indar Rikhye, in '84: "The President thus categorically stated that MNF was helping to train and organize the Lebanese army and was needed to back it in maintaining order because Lebanon lacked the forces do so" (235). Meaning we had to put a peacekeeping troop back in order to get these things to work.

Second argument is failure justifies UN. Dr. Cannon, from the Board of Governors of the UN in 1984: "In the fall of 1982 the US organized...a MNF, outside of the UN, for Lebanon. It failed.... The US should have learned

that the UN peacekeeping forces are truly international and relatively impartial--a major advantage in seeking to resolve peacefully" (30).

On the lip service argument next from Yeselson and Gaglione. Again 1974 and they need to indicate that the present would be truly the same. Raimo Vayrynen, professor of political science, from the University of Helsinki, in 1985. Peacekeeping forces are advocated both within and outside the UN. Peacekeeping will in the next decade and likely beyond be applied more frequently and with greater variety and complexity (193). [18]

On the (E) subpoint they talk about how there have been success, but its not enough. J.G. Ruggie, he's a professor of political science at Columbia 1985. "On the whole, peacekeeping has been a success story for the United Nations as even some of the fierest critics of the organization are obliged to concede" (347).

Cross-Examination:

Carrie Crenshaw questioning McGinnis

Crenshaw: You argue that the UN causes a proliferation of nuclear weapons, is that correct? McGinnis: No. We argue that the United Nations' norms and the United Nations' agencies help to slow the rate of proliferation of nuclear weapons in the world. Crenshaw: So that's (D) subpoint that says it slows the proliferation rate? McGinnis: Right.

Crenshaw: Does the impact evidence deal with the rate of proliferation or does it deal with just whether or not proliferation is bad? McGinnis: It talks about whether or not proliferation is bad. Though we would indicate from the (E) point that, the (E) point is also impact, which says that a fast rate of proliferation is not appropriate for a safe world. Crenshaw: Can I see that piece of evidence? McGinnis: Well, I just gave it all back. Hang on a second. Crenshaw: Because I believe on your next subpoint the only piece of evidence that you read was that proliferation in general is bad. McGinnis: Right. That's the (F) subpoint from Schienman. Right.

Crenshaw: Could I see the (E) subpoint? McGinnis: Yeah, (E) subpoint is right here.

Crenshaw: Why is it that a rate of fast proliferation is worse than a rate of slow proliferation? McGinnis: It is the making of the INC argument about prolif that more nuclear weapons are not a good thing. And that the move toward that has been halted or slowed by the UN.

---

[18]"It is a sign of the times that peacekeeping forces are advocated both within and outside the UN framework. For instance, ASEAN has called for peacekeeping forces for Kampuchea, OAU even sent such forces to Chad - although they later had to be withdrawn - and the Carter Administration proposed the establishment of a UN peacekeeping force to pacify the border areas of Iran and Iraq. Obviously, Wiseman is right in observing that peacekeeping will 'in the next decade, and likely beyond be applied more frequently and with greater variety and complexity than heretofore'."

Crenshaw: Could you read this piece of evidence for me again please? McGinnis: Any one in particular? Oh, the (E) subpoint. Lewis Dunn in '84 says that without the NPT, political constraint to the bomb's spread would be undermined. That's all the card says. Crenshaw: What does that say about the rate of the spread? McGinnis: We argue that were it not for this organization, more people would have the bomb. That's all we argue. Crenshaw: But, you just argued that the rate of proliferation has something to do with this argument. McGinnis: Maybe the words I used were inappropriate then, all I'm saying on this subpoint is that, were it not for the UN, more people would have the bomb then do now. That's all I'm claiming. Crenshaw: OK. So the rate or the-- McGinnis: No,-- Crenshaw: The rate of the-- McGinnis: All I need,-- All I need by, not that it's irrelevant, all I'm arguing on this subpoint is that fewer people have the bomb. That's all I'm arguing.

Crenshaw: OK. Why is it that the United Nations spreads nuclear weapons? McGinnis: Why is it that they spread nuclear weapons? Crenshaw: 'Cause your link said that-- McGinnis: I don't argue that they do spread nuclear weapons. Crenshaw: Wait now. OK. Correct me if I'm wrong, but didn't you just say that if it were not for the United Nations, then less people would have the bomb? McGinnis: No. Were it not for the United Nations, more people would have the bomb than do now. I argue that-- Crenshaw: OK, I'm sorry. Correct. OK.

Crenshaw: So the United Nations promotes the spread of nuclear weapons? McGinnis: No. Crenshaw: It decreases the spread of nuclear weapons? McGinnis: Yes. Crenshaw: OK. I'm getting sleepy, obviously. Why is that? Through which agency? The International Atomic Energy Agency? McGinnis: Two ways. First is the United Nations itself sets the norms against such use. Crenshaw: What, the General Assembly? McGinnis: Right. The norms generated in the UN. And then I also argued that they delegate their responsibilities to enforce that sort of pledge, that norm, to the IAEA and through the UN treaty-- Crenshaw: So, the norms evidence talks about the limited use of the nuclear weapons, does it not? McGinnis: It argues--stops the move toward that-- Crenshaw: It's not obtaining the technology; it's talking about the use of.

Second Affirmative Constructive:

Miguel Delao, Florida State University

Their first overview is on empiricals. (A) subpoint is on balance. I would first argue that this is agencies. The evidence says when you look at the UN as a whole, as they argued in cross-examination, it should be wholistic. Second argument is vague word. It is not something you can vote for, it does not say exactly what is beneficial and certainly you cannot weight exactly what they are talking about. You do not even know what was considered. They consider our arguments.

She says (B) subpoint, no US equals no UN. She is correct.

(C) subpoint says agencies would go. That is not true. That evidence only indicates that we actually left the agencies also. We could still fund the

agencies by still being in them. We do not necessarily have to cut off funding to the agencies, and I think the Franck evidence at the top of the case indicates that.

Overview two, lofty expectations. First argument is, I don't think its very unreasonable to expect the United Nations to not cause conflict. Certainly we can't expect them to stop every conflict, but you don't want them to create any of them. Second argument is that peacekeeping has worked in the past, but we are claiming that it has changed because of venting as I will argue on case specifically.

Third argument is that we are not dealing with failure. We're not saying that they fail at all peace efforts, but that fact that they create conflicts means we do not need the United Nations because we will argue that it is not unique to the United Nations.

Prolif. First argument is that the IAEA is an agency. Evidence is from Ameri in '82: "Although not a specialized agency, the International Atomic Energy Agency (IAEA) is an autonomous intergovernmental agency under the aegis of the United Nations" (26). Second argument is that we must obviously have the bomb out there because the evidence that they read that says that the UN has these norms to stop the use--you only stop the use of nukes after someone has nukes. Which indicates that the UN has not stopped proliferation, otherwise, the norms would not matter.

Third argument is that the debates actually lead to prolif. Becker writes in 1985: "Nuclear nonproliferation is not tackled as a security issue but rather as another source of 'discrimination' between 'haves' and 'have nots'.... The net result is that the United Nations debates undermine the status of the NPT and become instrumental in legitimizing nuclear weapons proliferation" (175).

Fourth argument is that the NPT spreads nuclear weapons capabilities. Becker in '85: "The NPT will in effect become a treaty for the peaceful uses of nuclear energy, and as such may be instrumental in promoting the very spread of nuclear weapon capability that it was intended to inhibit" (134)

Fifth answer is that the IAEA promotes nuclear proliferation. Becker in '85:

> These deficiencies are particularly alarming because of the 'abrogation risk' inherent in the NPT system.... In other words, the IAEA system, and particularly its promotional role, allows a state to proceed under the guise of the NPT as far as possible with all it's plans for making nuclear weapons and, when ready, merely notify the IAEA and the United Nation Security Council that it is withdrawing from the treaty. (126)

Sixth argument is that the experts agree that the IAEA cannot stop prolif. Becker in '85, quoting Epstine: "Experts agree, and the IAEA itself admits, that there are limits to the extent to which the agency is able to detect diversions and to guarantee an effective international response to a non-proliferation violation, even when it is detected" (126).

Criteria of our case. She says you need a realistic standard, and they have a funding link but she never indicates that funding would actually be stopped, i.e. this is the same argument she makes as her overview.

She says number two, Congress equals delegates, and it is the same in the UN. But, if I'm a member of the CIA, I am not a member of Congress. And

therefore, the US could still belong to the IAEA, still stop proliferation, and not have to be in the United Nations and stop this venting.

She then extends that, I can't read my own handwriting. Oh, I'm sorry, she says why is Franck correct? And I would argue that this. You can belong in these agencies and this is empirically true. You can belong in these agencies and this is empirically true. Bennett in '84: "Membership in the specialized agencies affiliated with the UN is independent of UN membership. Several of the specialized agencies have a membership larger than that of the UN" (75). Switzerland belongs to a lot of these specialized agencies and they are not members of the United Nations.

She extends that the League is a poor example because there was no funding link. But she never indicates that there was no funding link between the League of Nations and these agencies, she merely asserts it. And Mr. Franck indicates, that even if we leave the UN, you can still belong to these agencies. And that part of the evidence is granted.

Beneficial. She says, for whose benefit? Should balance. Of course, I would agree. She says, number three, how do you weigh? I would say you give articulate eloquent reasons why your argument outweighs.

(B) subpoint, US national interests. Kennan in '85. She says what are the subdefinitions? I think we provide the subdefinitions on contention one, when we indicate that military security is in our benefit. Number two, I would argue, is that it outweighs everything else, because if we are not militarily secure and our country's involved in a war, or should have a nuclear catastrophe, then surely we cannot have political integrity or well-being.

She says number two, why not the others? As I argued above this outweighs. She says number three how do you weigh? Not to be cynical or anything but you use scales and when you weigh me, I'm a bit heavy. (Laughter) Pudgy.

Contention one. (A) subpoint, you need conflict control. She says this does not say UN fosters. Of course not. But it is true that if the UN leads to conflict, this evidence indicates you don't want that, because that would lead to catastrophe.

She says number two, peacekeeping is not the only thing. Fine.

She says (B) sub. On our (B) subpoint we argue small wars are the greatest threat. She says what are the scenarios? I think Mr. Nixon gives you excellent scenarios. He says we'll get sucked in; we'll get dragged in. She says number two, how large do they have to be? Clearly, the evidence indicates when you have these small wars you have this political for escalation and we would ask you to vote for that, at least the evidence at top says you don't want all this conflict out there. That is the Klare evidence.

She says number three, does not say UN. You know, so what? We are arguing by links here. And this contention is merely establishing the criteria by which you weight contention number two. And that is where the links are.

Contention number two. Tugwell evidence there in '84 says the safety valve theory has been turned on its head. She says Heritage Foundation. First argument is, who the hell, who the heck, is the *Atlantic Monthly?* How come that beats the Heritage Fondation? She doesn't even read a source.

Second argument is that evidence does not say they reach their opinions first. She merely asserts that. Third argument is she should just prove them

wrong. If he is so incorrect then just say why they are wrong. She says, number two, that they empirically prevented wars. Obviously not true. It is empirically false because we have wars all the time. And you have all this debate out there and they still go to war. Means at least venting does not lead to peace. Not that it necessarily leads to war, but it does not lead to peace.

She says that they get to vent. But, I want to extend the evidence there in the case that the safety valve has been turned on its head. So that venting is actually bad. Her last argument is no empirics. But the evidence down there that we read later on in the case, that the Arab-Israeli conflict is fueled by the United Nations.

(B) subpoint, venting--sow the seeds of war. She says that they have conflict resolution, but I would argue that they still cause conflicts, and that is not what you want. Kirkpatrick. She says it is better than nothing. But the UN is not going to get peacekeeping as I will argue below. '74. She says show empirical example. I would argue that the problem is still around. *World Press Review* in December of '85: "Never before has the UN been so divorced from its functions of preserving peace, settling international disputes, protecting human rights, and creating an atmosphere of dialogue instead of vituperation" (Sethi 39).

Second argument, she says you need empirical standard. I got that above. She says three, no superpowers, do not show snowball. And this is the Nixon evidence that indicates when you have these conflicts, you have this potential for getting sucked in.

(C) subpoint, venting precludes. She says that it is only Israel, and that it is Tugwell. No, the evidence indicates in the whole Middle East, not just Israel. She says MNF equals war and this is all her peacekeeping stuff. Please group. First argument is the UN would not have done better. Nelson in '85: "To assert that the MNF role had been transformed from peacekeeping to enforcement is not to say that it failed per se, not emphatically, that a UN force would have been more successful in the same circumstance..." (82).

Number two, they don't want the UN there. Cuellar in '84: "But the difficulty is that some of these concerned don't want to have the United Nations involved in the Middle East problem. They object to the United Nations presence" (Gauhar 18).

Number three, they will not go to the Middle East. That is the evidence from Tugwell there, indicating only the US can do it.

Number four is, that there will be no more peacekeeping in the future because we've had the non-UN peacekeeping. Cuellar in '84: "On two occasions Multinational forces were set up by the US which is really tantamount to telling the UN that we don't trust you to handle difficult matters. With that background, it seems that the major powers might be unwilling to support UN peacekeeping operations" (Gauhar 17).

Number five, thank you, soldiers are dying and therefore, no one will contribute soldiers to it. Cuellar in '84: "The growing reluctance of members countries to provide troops unless they have some guarantee that the troops will be protected. It is not developing countries who ask for such guarantees, it is the developed countries who insist on it. For instance, the Netherlands and Norway are hesitant to continue providing troops to the United Nation's UNIFL. The Netherlands have told me very frankly that they are prepared to

extend their presence in Lebanon for three more months but not beyond" (Gauhar 16). You need the U.S. in there because heck we're really, you know ready to shoot at them.

(E) subpoint is granted which means you have no reason to. This peacekeeping stuff will come down to uniqueness. If the US can go in there, and at least shoot back and guarantee that people want them to be soldiers, and you can get all this conflict resolution outside the United Nations, that Yeselson card in '74 is granted, that says you go bilateral because you don't want to increase tensions, then the UN is not unique to get the peace.

Cross-Examination:

Molly McGinnis questioning Delao

McGinnis: Are there any peacekeeping forces in operation right now? Delao: Yes, there are. McGinnis: Yes, there are. How many? Delao: Two. McGinnis: Two? Delao: That's a guess. McGinnis: No, I'm asking you a question. Delao: Well, you seem to know the answer. McGinnis: Oh. Actually, not, that's Paul. Delao: Well, we'll take two. McGinnis: Any idea where these unnumbered peacekeeping missions might be? Delao: UNIFL is one of them. McGinnis: UNIFL is one of them. OK. And it's not working? Is conflict there? Delao: I don't remember making that argument. McGinnis: Now wait a minute. Delao: I'd love to make that argument. I probably will. McGinnis: You argue they extend the conflict, they institutionalize the conflict, they still cause conflict, all that. Delao: Now that's the venting in the General Assembly.

McGinnis: Now wait a minute, the Kirkpatrick evidence says that UN involvement equals extension of the conflict. Delao: In the General Assembly. McGinnis: In the General Assembly only, right? So there's no extension of the conflict on the battlefield? Delao: Not at. Right, not in that evidence. McGinnis: Not in that evidence. Anywhere in 2AC? Delao: Nope. McGinnis: No where in 2AC? Delao: We're not saying peace keeping is bad, were just going to, we are going to argue we're going to get it more effectively. McGinnis: Oh. OK, sounds good.

McGinnis: Is there conflict right now? Delao: That's a vague question. McGinnis: OK, in terms of the definition of conflict used in 1AC, is there conflict now? Delao: In the world, yes, there is. McGinnis: OK. So, why haven't the super powers been sucked into the horrors of Richard Nixon's scenario's? Delao: Luckily, we don't all get sucked into every single conflict. McGinnis: Oh, so only a few conflicts do they get sucked into? Any possibility of where that might be? Delao: That just shows that it is not in our interest. And it doesn't have to happen every time, but since there is a potential, certainly it is not in our interest. And it doesn't have to happen every time, but since there is a potential, certainly it is not in our interest to want to risk that. McGinnis: OK. If it is in our interest to have MNF, or non-U.S. peacekeeping forces, why haven't we sent them everywhere in the

world where there is conflict? Delao: The last few times peacekeeping forces were used were outside the UN. The last time they were--

McGinnis: OK. In areas where there are no UN peacekeeping forces or no non-UN peacekeeping forces, why hasn't the US, like, gotten up and done something about it? Delao: Peace keeping forces are not used all of the time. The only time that they have generally been used is when you had a more serious conflict. Its not like everyone uses them-- McGinnis: A more serious conflict? Delao: Not using then is not necessarily a failure. It only means that--

McGinnis: Excuse me, What's the difference between a more serious conflict where there would be peace keeping forces and a small conflict which is the greatest risk that Nixon talks about? Delao: Oh, OK. The one Nixon is talking about is when you have allies, like superpowers and therefore you have to get involved. I mean when Isreal fights somebody, like in the '73 war-- McGinnis: OK, so now Isreal is something that Nixon would talk about, right? Delao: That is certainly something.

McGinnis: Are there peace keeping forces from the UN now in the area of Israel? Delao: Not in Israel. McGinnis: In the area of Israel? Delao: There is UNIFL. McGinnis: There is UNIFL? Would Mr. Nixon says that that peace keeping, or that conflict, that area of conflict, would be enough to worry about sucking us in? Delao: Yup. McGinnis: Why haven't we been sucked in? Delao: Because there is a peace keeping force there.

McGinnis: That works? Delao: Well when you make that argument, I assure you we will have lots of responses. McGinnis: Now wait a minute, your criterion is that we shouldn't get sucked in and you just said that peace keeping forces-- Delao: I didn't say it works, I said there is one there. McGinnis: But, they aren't sucking us in, right? Delao: Not the peace keeping forces, peace keeping forces-- McGinnis: Has the area sucked us in superpower? Delao: Obviously, not. McGinnis: OK.

Second Negative Constructive:

Paul Benson, Macalester College

Lofty expectations, it gets big, contention two. Lofty expectations is overview number two. The criteria set up by the 2AC is if you can do it outside the UN better, then you vote affirmative. And what we will argue is, he will have to prove i.e. solvency for this indicating that outside the UN is better. We will contend that UN is the best thing that you've got and it's the only empirical examples of solving for peace.

Please go to his first argument on lofty expectations. He says it's not unreasonable to say that they don't, you know, for them not to cause it. Of course, number one, I will argue they do not cause the wars. I mean the wars happen with or without the United Nations. And no where does he indicate that a war would happen because the UN existed.

Second argument is it prevents wars. This is from the *World Press Review* in '85: It would be unjust to consider only the organization's failures.

How can we count the number of wars that, thanks to the UN did not break out because of the Security Council (Balk, 4). [11]

Next argument is that they decrease tension. Ronald Falkner who's a professor of political science at Tennessee Tech in '83: Its record in view of the tremendous tension reductions in the world has been a good one. The United Nations has served with remarkable effectiveness as a mechanism for reducing friction arising out of the process of change (490). [12]

Next argument is it controls violence. Indar Rikhye professor of political science at Yale in '74: No one who has carefully studied the performance of these peacekeeping forces in a role closely dictated and controlled by the General Assembly and Security Council lightly dismisses that any of them has made a contribution to the overall control of violence.[13]

I will indicate that these peacekeeping forces are good.

His second argument is that, you know, it has worked, but it has changed now. And I'll indicate below that, you know, even today it's doing some neat stuff.

His third argument is it does not deal with failure. Of course, number one on balance we would indicate that they are beneficial. And you will answer yes to the resolution. And what we are arguing here is, and the evidence above talks about from the *World Press Review*, is that, you know you can't even count the number of wars that have been prevented because of the UN.

Second argument is he drops that the failures are the fault of outside forces. Indicating that the failuires are not the fault of the UN, it's because of outside areas.

I want to extend here on lofty expectations. Argument number one is, you should not blame them for no conflict resolution. Raman, who was previously qualified in '83: "There is, consequently, little justification in blaming peacekeeping for a failure to reach a solution in a conflict" (376). It was never their responsibility.

Next argument is if they want to fight, they will. This is from Connor O'Brian who is a UN secretary in 1985: "In cases where both parties are prepared to go to the bitter end--as, for example, in the Falklands--there is no real role for the UN"(19). Indicating, you know, if Iran and Iraq hate each other that much nobody is going to stop them from shooting each other.

---

[11]"Indeed, the prestigious *Le Monde* of Paris, ruminating on the UN four decades after the signing of its charter, observes [June 26], 'it would be unjust to consider only the organization's failures....How can we count the wars that, thanks to the U.N., did not break out? Security Council meetings, however virulent, have the effect of a safety valve.'"

[12]"Its record, in view of the tremendous tensions in the world has been a good one.... In 1981, [Secretary General Kurt Waldheim] observed that the United Nations had 'served with remarkable effectiveness as a mechanism for reducing friction arising out of the process of change.'

[13]"No one who has carefully studied the performance of these international peacekeeping forces in a role closely dicated and controlled by the mandate that they have been given by the Security Council or General Assembly can lightly dismiss the contribution that any of them has made to the control of violence."

Next argument is if the UN wants, you know if they want peace, the UN provides it, indicating beneficiality. Abba Eban the Foreign Minister from Israel in '85: When the belligerents desire to formalize a measure of stability and mutual restraint, the availability of UN symbols and myth helps them to create periods and areas of restraint and then stop the conflict(45).[14]

Final argument here is you cannot expect them to solve all conflicts. Edward Luck in '85: "The United Nations obviously cannot manage all conflicts and resolve all disputes successfully" (149). Impact of this argument indicates, you know that you can't expect them to do everything great, but man in the stuff they do, it's fantastic.

I want examples here, and I'm going to give you a ton of them. (A)subpoint are past examples. And he's going to say well these are in the past and they don't apply. But I will give you examples where the superpowers have been prevented from getting involved in conflict. And I'll contend that if these things hadn't happened, you may not even have a today.

First example is the Congo. And this is from Indar Rikhye, professor of political science in '84. He argues International peacekeeping not only survived the challenge but established beyond any doubt that, without its involvement, the Congo would have ceased to survive as a unified nation and could easily have become a battle-ground of superpower warfare (89).[15]

Next argument is it justifies overall peacekeeping. Rikhye again, this time in '74: The part of the UN in the Congo played deserves its rightful recognition and can clearly be defined as justification for the UN's overall conflict resolution policy (91).[16]

Indicates justification on a big basis.

Next argument is it prevented superpower confrontation, and I mean that's the evidence that's above.

I'll give you the next empirical example of the Cuban Missile crisis. Connor O'Brian continues. The Cuban missile crisis suggests that the world might have been more unsafe if it weren't for the UN's repertoire of tricks. (18)[17]

---

[14]"But it remains true when the belligerents desired to formalize a measure of stability and mutual restraint, the availability of suitable UN symbols and myths helps them to create periods and areas of restraints in what would otherwise have been an uncontrolled conflict."

[15]"International peacekeeping not only survived the challenge but established beyond any doubt that, wihout its involvement, the Congo would have ceased to survive as a unified nation and could easily have become a battle-ground of economic and ideological warfare."

[16]"The part that ONCU (United Nation's Congo Operation) played in this deserves its rightful recognition--and can clearly be regarded as a justification for the United Nation's overall conflict control policy of combining military operations with political and conciliatory efforts."

[17]"More than any other episode in the U.N.'s history, the Cuban missile crisis suggests that the world might have been more unsafe if it weren't for the UN's unimpressive repertoire of tricks."

Next argument is essential role by the UN. Brian Urquhart, Social and Political Affairs in '81: The UN played an essential role in the Cuban Missile Crisis in '62, not only providing a forum where both sides could expound their positions publicly, but also in suggesting, steps could be taken to deescalate the crisis (9). [18]

Final argument is Yom Kippur War. Sir Anthony Parson in '83. He's a U.K. Ambassador. "At the end of the Yom Kippur War of October 1973, there was a situation of the most appalling danger to global peace..... The world came close to a naked confrontation between the superpowers on a battlefield. Neither side could find a way to climb down. At the last moment, they used the Security Council of the United Nations as a ladder from which to dismount their high horses" (106-7). I'm telling you, in the Yom Kippur war, we might not even have today if it were not for the UN.

Please go now on to the (B) subpoint, which will indicate, you know, current examples. Cyprus is the first one. *UN Chronicle* in '85: "The Secretary General said the continued presence of UNFICYP remained indispensable in helping to maintain the calm on the island..." (33).

Next argument is in terms of the Middle East, in UNTSO. This is from Indar Rikhye, professor of political science, previously qualified. "Similarly, UNTSO continues to perform an important role in the Middle East. It keeps the Security Council informed of incidents and other developments that threaten peace" (1983,9).

Next argument is Pakistan. It keeps the peace today. Rikhye again. Uhm, this is, oh excuse me. Selig Harris,[Harrison], Carnegie Endowment in '83: The UN effort in Pakistan has come close to successful conclusion, and has been successful in regard to the Soviet withdrawal from Pakistan (4). [19]

Next argument is UNDOF, that's the Golan Heights Force. And this is from Rikhye again. The situation remained unchanged in the Golan Heights, where calm continues to prevail. Thus UNDOF continues to play a useful role between Israel and its remaining, you know, Arab problem (62). [20]

Next argument is UNIFL. *UN Chronicle* in '85: In spite of the difficult conditions in southern Lebanon, UNIFL's presence continues to be necessary

---

[18]"The United Nations played an essential role in the Cuban Missile Crisis in 62, not only providing a forum where both sides could expound their positions publicly, but also in suggesting, through letters from Secretary-General U Thant to Chairman Kruschev and President Kennedy, steps that might be taken simultaneously by both sides to de-escalate the crisis."

[19]"Second, critical, interrelated issues remain to be settled, notably, the time frame for Soviet force withdrawals and for the phase out of Pakistani aid to the resistance, as well as, the precise orchestration of these two processes. Much to the surprise of the American officials, however, the UN effort is now moving tantalizingly close to a successful conclusion. Some of the more optimistic Pakistani and Soviet sources say that implementation of the agreement could conceivably begin in early 1984."

[20]"The situation remains unchanged along the Golan Heights where calm continues to prevail. Thus UNDOF continues to play a useful role between Israel and its remaining serious arab antagonists."

and constitutes an important factor in the stability in the international commitment to upholding Lebanon's independence, sovereignty, and territorial integrity (7).[21] I think I take all of that out. Man, the empiricals are with the negative.

Please go to contention two. He argues who's the *Atlantic Monthly*? Well, I'll argue the *Atlantic Monthly* is not an unbiased source that reaches its conclusions beforehand. And I mean if you want to call for the evidence at the end of the round, that is what the evidence does indicate. They reach their conclusions then go off and research it.

I'll argue next argument is, that you know, the Heritage Foundation is basically a mindless organization. William Charles Maynes, Editor of *Foreign Policy* in '85: "[T]he Heritage Foundation...has devoted so much of its budget to what seems to outsiders as a mindless assault on the United Nations" (237).

Next argument is, remember these guys? These are the guys who said fluoridation of water was a communist plot. (laughter) I mean empirically, give me a break here.

His second argument is, you know, empirically takes out debate, substitutes for war. Where are the empiricals? He doesn't indicate them. And he drops the Richman evi-- I think it's Richman evidence, that indicates, you know debates do substitute.

The third argument he says safety is turned, but all he does is say, you know, extend. I mean our arguments from the Stanley Foundation in '85 beat this.

His next argument, you know, he drops the fourth subpoint that says the Third World gets to vent their aggression, that's the Finger evidence and he grants it. He says, you know, we say no empiricals, he says it fuels conflict. No. I mean we argue here that the empiricals rest with the negative. And I think that our evidence pulls through. He does no extension here, all he does is repeat.

Please go now on to where he argues causes conflict. I will argue, no it stops. And I give empiricals. He says they do not keep the peace. That is wrong, he drops the Raman evidence that indicates even if its prolonged it's better that you have the peace keeping forces there.

Now on Yeselson and Gaglione. It's '74, the above evidence takes out anyway.

On empirical standards, he says above. I'll say above. He says Nixon takes out superpowers and no snowball. But he drops the answers.

Only Israel is the next argument Molly makes, and he says it's on the whole in the Middle East. Boloney: It's only Middle East, and I give other examples.

He then argues that there are these better ways to do it. Of course number one, only Middle East. Number two, drops Vayrynen evidence says we

---

[21] "In spite of the difficult conditions in southern Lebanon, UNIFL's presence continued to be necessary and constituted an important factor of stability in an international commitment to upholding Lebanon's independence, sovereignty, and territorial integrity."

will use it in the future. Number three, drops the MNF evidence that says it wasn't even a peacekeeping force, it was a war.

Next argument is that by-passing the UN is bad. Houghton and Trinka. Center for the Study of Foreign Affairs in '84: The UN has acquired a great deal of expertise in the field. To create a non-UN organization for the same purpose derogates the prestige of the UN and thus weakens the overall peacekeeping process of the world (79).[22]

Next argument is it prevents superpower confrontation. Houghton and Trinka again. "[T]he establishment of non-UN peacekeeping force, with US participation...is unacceptable to the Soviet Union, even if it is done under the banner of a peacekeeping force. A response by the USSR can be expected, thus creating the risk of a new direct confrontation" (95).

You know, those non-UN forces are nasty stuff.

Cross-Examination:

Miguel Delao questioning Benson

Delao: Can I have the last two cards? Benson: Sure. Delao: That's a really interesting last card. Paul, I get crucified in cross-ex because I say, you know, when you have conflict and it will escalate and everybody will die. That last card says that when you go outside the UN, the Soviets will nuke us or something to that extent, and we've had two outside the UN, when did they nuke us? Benson: Well, no, no, no, see like the MNF and the MFO, I mean, we're not saying it definitely is going to happen--Delao: Well, what's the potential for it? (laughter) Benson: Well, I mean you argue. If you're going to contend potential, I will contend that there is a greater possibility of this happening here. Delao: Why? Benson: Because UN forces do not include the superpowers or any members of the Security Council. Non-UN forces-- Delao: They never do? Benson: Huh? Delao: They never do? Benson: Not currently. I mean, if you want to bring that up I've got the charter.

Delao: I thought the Cyprus forces had US people there. Benson: They did in the past, but they were withdrawn. Delao: They don't now? Benson: No. Delao: Can you prove it? Benson: Well, I mean the US is continuing to support it via funds, political stuff and that, but our troops aren't over there. And I mean we commit our troops to these non-UN peacekeeping forces. We have to, that's the only way they can function.

Delao: Can you name me the wars we stopped? Benson: The wars we stopped? Yom-- Delao: You want me to show you the wars we caused. Benson: Huh? Delao: You want me to show the wars we caused. Benson:

---

[22]"The UN has acquired a great deal of expertise in the field. To create a non-UN organization for the same purpose derogates from the prestige of the UN and thus weakens an institution which the world looks upon as a major instrument for maintaining peace."

Well, I'd say this is a little late-- Delao: I'm referring to the *World Press Review* card that just says don't just consider the failures-- Benson: OK. OK. Yom Kippur prevents superpower conflict. Delao: So you're going to refer to all the empirics then in 2NC, right? Benson: Oh no, I'll contend that all the empiricals that are going on now which I will claim as independent benefits to UN peace keeping.

Delao: I think you have a really good argument here that--.. Benson: Well, thank you. Delao: Well, let me tell you which one--. Benson: I think it's a good argument. Delao: You may be wrong. Well, I think they are all good.

Delao: You say it's reasonable that you should not have lofty expectations. Now all the evidence you read says that you should not expect them to stop every war, right? Benson: I agree with you. Delao: That's an unreasonable expectation. But, is it unreasonable for the affirmative to say that the UN should not contribute? Is that unreasonable?. Benson: Should not contribute to conflicts? Delao: Exactly. Benson: Well, I mean that depends like, what your, you know, what empiricals you bring up and whether or not I can turn them. (laughter) Delao: Whether we win them or not, is that an unreasonable standard? Benson: Well, I mean I don't think, you know, I'm not going to grant you that premise at all because I would contend that the wars would with or without the UN and for you to hypothesize that some how the UN caused this to incrementally increase this much, I think that's boloney. Delao: That's if you win your argument. If the UN contributes-- Benson: Even if I don't I think it makes sense. Delao: If the UN contributes to it, why is it unreasonable to expect them to not contribute? Benson: You just lost me. Why is it unreasonable to expect them not to contribute? They don't-- Delao: See, you're assuming you win your argument. I am saying-- Benson: I don't plan on losing it. (laughter) Delao: I want to know if, I don't care who wins it, why is it unreasonable to not want them to contribute to it? This is your fourth chance to answer this. Benson: Oh, so you mean that the UN would actually like, cause more people to get involved. Is that what you're asking? Delao: Why is that unreasonable? Benson: You can bring up stuff that says like, it brings in like eight other countries getting involved, well then yeah, I would say that the UN isn't beneficial in that instance. Delao: OK.

First Negative Rebuttal

Molly McGinnis, Macalester

His first answer on the overview, says that my evidence talks about the UN as a whole, therefore it's obviously not talking about what the affirmative is talking about. First argument, they contradicted this definition. Now that means his definition is different from mine, but I'm arguing that that highlights that there is no definite definition of what is and what is not the UN. Why is my author inappropriate when he says the words UN in his piece of evidence and concludes that on balance, it's beneficial to the United States? And he needs to show that the assumptions my author, why those are different than

2.5
2.2
2.0
2.8
3.2
3.6
4.0
100 mm
1.0
1.1
1.25
1.4
1.8
1.6
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz1234567890
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890
1.0 mm
1.5 mm
2.0 mm
A5
PG

his. And he has to highlight those distinctions before there can be any concrete definitions of UN.

Second argument is that the money is inextricably tied. And this cross-app's back to the (C) point. Nicholos Platt, from the Bureau of International Affairs, DOS, 1982: "The subsidiary UN bodies and the specialized agencies are another component of the UN, and their activities in fact consume the major portion of UN moneys and personnel" (13). UNA Publication, *Financing the UN* says in March of '84: "Also included in the regular budget of the UN are the expenditures of the specialized agencies" (Formuth 2). We get to talk about all of them. OK.

Third subpoint is that, on balance the UN is good for us. Frank Church, who was a former congressional delegate to the UN in 1985. "[I]n our world and in these times, such an organization needs to function, and one would hope that it might grow more effective over the course of time. On balance, the UN is far more of a plus for the world than a minus" (Fasulo 114). OK. Which would indicate that no matter what else happens in the round, this author says, you know, vote negative. And there is no same, on balance evidence by the affirmative.

I'm on observation number one on case now. He argues right to define. He argues there is no evidence that money can be cut. I talk about that on the overview. He argues that a member of the CIA is not a member of Congress. First argument is that it does not indicate that we should not add those folks into our calculus. You know, and that's the same money argument I made on the overview side.

He argues that we belong to the agencies without. First argument is that is arbitrary. And that's a cross-application of the definitional muddle that we talk about on the top of overview number one.

On between World War One and World War Two, the League of Nations. He says I provide no evidence. You know he needs to indicate there is a distinction, because I argue now funding is inextricably linked.

He argues that beneficial is in ones own interest. This is observation number two. I argue, you know, he agrees that we need to argue on balance, which means I win the Church evidence I just read. And I don't know how you weight those sorts of things. He says eloquence. You know.

On observation number two,(B) point, he says national interest. OK, he says it outweighs anything, and this is only military security. OK, and so he indicates that its our military security, which we will win on case. But, he does not indicate that the other things are not as important. And certainly Kennan does not make those distinctions as well, and he's arbitrarily inserted those distinctions.

Underview on this contention. First argument is that we should not contribute to conflict. That is 2AC's question to Paul in cross-ex. Second argument is that there is no affirmative contention that peace keeping is bad, merely that it doesn't work. And remember we talk about that after 2AC cross-ex. He says that we will not contend that peace keeping exascerbates the conflict. OK, only that the General Assembly exascerbates conflict. Third argument is only if GA debate spurred conflicts are uncontrolled is there a problem. And there is no indication that any of these are uncontrolled.

Contention number one, please group. First argument is that there are no empiricals, no indication why we need to fear this at all. Second argument is there is no reason for an increase in fear especially when we win that we use peace keeping. Final argument is that Nixon has no scenario. I mean we talked about this in cross-ex and he can't indicate when Nixon would indeed be true.

I am on prolif. First argument on Atomic Agency. I win the funding link below. Second argument is equal to UN because I argue the UN. deserves the credit for what they sponsored via the IAEA and NPT.

His second argument talks about the norms. Now he does not address the Miller evidence that I read that says that the norms themselves mean we don't have proliferation of nuclear weapons. That's independent of the specialized agencies and that's the UN in and of itself. Second argument is that there is no harm given to a mere holding of the weapons. OK. They are not used.

Third argument is that norms against harm are increased by the United Nations. This comes from Daniel Poneman from the Center for Science in Harvard, 1983. "As more and more countries become technologically able to produce nuclear weapons, that norm will become the main obstacle to nuclear weapons proliferation" (31).

He argues that Becker, and debate equals prolif. First argument is who is Mr. Becker? All his evidence comes from this man, and we argue from authorities, that I give the qualifications for, that conclude you should vote negative. Second argument is that you can't have a treaty without this discrimination. Joseph Goldblatt from *SIPRI* says in 1985 that "A non-proliferation treaty not containing a distinction between nuclear haves and have-nots would have had either to make allowances for a nuclear buildup in non-nuclear weapons states [which he says would contradict the very idea of arms control], or to provide for the elimination of all existing nuclear weapons, [which he says would be infeasible]" (21). This is the best thing we've got.

Third argument is that there are not more nuclear powers. Joseph Goldblatt continues in January of '86: There appears to be no imminent danger of an open expansion of the nuclear club. The incentives to acquire nuclear weapons are still considerably weaker than the disincentives, which means that the status quo will be maintained for some time (30).[23]

So when he argues that debate legitimize, that's not enough to outweigh the disincentives. OK.

He argues next that it equals the spread of energy. First argument is that there is no evidence that energy equal the tech for prolif. He argues next that the IAEA is a guide. First argument is that there is no evidence here. Second argument, no empiricals, and I cross-app from above that there are no more proliferation nations. Third argument is that safe guards prevent, and that's evidence from 1NC. He says [unintelligible] are limited. First argument is limits, but not inability, and all my evidence says we have an

---

[23]"There appears to be no imminent danger of an open expansion of the nuclear club. The balance of nuclear disincentives and incentives is not tipping in the direction of the latter, and the status quo will be maintained for some time."

effective nonproliferation regime right now. OK. Scheinman says in '85 that: The IAEA has helped to avoid the further spread of nuclear weapons and deter the misuse of facilities and materials intended for civil nuclear purposes (1).[24] And I think that's all we need here because we win that there is not enough, and let there be no new responses on this argument in rebuttals.

First Affirmative Rebuttal:

Carrie Crenshaw, Florida State

Starting with the observations and going straight case. Observation number one. Please group her extensions. Subpoint one, membership in the UN is not membership in the agencies. Her definition by her author is the definition of UN, it is not the definition of membership, and certainly that is the distinction in 2AC. Subpoint two, Franck extends that you could pull out and still belong to the agencies and that evidence is dropped.

Subpoint three, her on balance evidence is blurby and does not necessarily address the issues that the affirmative team does. And she grants the criteria of military security so it is her burden to prove that that evidence addresses that.

Observation number two on lofty. Please extend Miguel's first answer not unreasonable, UN causes conflict. Please group his four answers. Subpoint one, they should not contribute to war or exascerbate conflict and certainly that means that we should indict them for that. Subpoint two, [unintelligible] drops the case side evidence that indicates that these countries use the UN for mobilization for war. Three subpoint we are on the verge of new international anarchy now. Mr. Ruggie in '85: "With regard to peace and security, the UN Secretary General himself has remarked that the organization's machinery functions so poorly that the international community finds itself perilously near to a new international anarchy" (343).

Subpoint four, of course, all their extension evidence is in the past. Extend Miguel's second answer from 2AC, peace keeping worked in the pst but has changed. Of course, that Tugwell evidence has been dropped by both negative speakers throughout this round. That means that you have no more peace keeping after his examples that he provides. And that evidence is dropped.

Extend Miguel's third answer that it creates conflict and please group his extensions with that. I would argue first of all venting is not the same thing as peace keeping. So if we win that they contribute to the conflict off of venting, that means that we still win, even if he wins his peace keeping stuff. Subpoint two, UN should not contribute to the conflict, and therefore should be

---

[24]"For more than a quarter-century, an international organization--The International Atomic Energy Agency (IAEA)--has played a leading role in national and internationa efforts to avoid the further spread, or proliferation, of nuclear weapons and to deter the misuse of facilities and materials intended for civil nuclear purposes."

indicted. Subpoint three peacekeeping fails and I will extend those issues on case. Subpoint four, it is not unique benefit to the UN. It is only peacekeeping, and both countries agree. In other words, his Cyprus evidence admits that it could be NATO that could do it. And it's only when these countries agree that the UN is allowed to insert those forces. So certainly it is not a unique benefit.

Prolif. Please extend Miguel's first answer, the IAEA is an agency. The only thing that she has is all these links above. But first of all, she drops Miguel's specific evidence that says that the IAEA is affirmative. And that evidence is cold. Subpoint two she loses safeguards if she loses agency topicality. And I will,-- The others take out the NPT below. And those are the only two links.

Extend Miguel's second answer that they have bomb and the norms do not stop use. Please group her extensions. Subpoint one they do have the bomb, her evidence admits that and her impact evidence assumes an accident scenario. So certainly you could still have the problems from proliferation.

Subpoint two the norms are undermined and the NPT is undermined by the debate. The debates say that you actually legitimized proliferation by undermining the NPT. Extend the third answer, debates undermine proliferation by undermining the NPT. All the-- The only answer-- The first answer she has here is who is Becker? But she doesn't read all of the qualifications of her sources. Subpoint two Becker is the former Israeli delegate to the UN, and he was one of the drafters of the NPT.

Extend her second and third extensions--those pieces of evidence. Subpoint one that third card is not linked to the UN. Subpoint two, if you actually legitimized prolif by undermining the NPT, then that second answer becomes irrelevant. Extend Miguel's fourth answer NPT spreads weapons capability. The only thing she says is there is no evidence and it says energy--energy is not technology. But if you read that evidence, or call for the evidence after the round, you will find that it says that it spreads the capability for nuclear weapons. And that evidence is dropped. She just misreads it. Now I think that's an independent turn.

As far as all the rest of it goes, the only link she has is the NPT because agencies, the IAEA is out of there and I would ask you to extend the fact that the NPT is undermined by debate.

Observation on criteria, case. The only thing she wants to extend is that, is dollars in terms of what membership is, whether or not it's agencies. Please group her extensions. Subpoint one she drops the evidence on the IAEA is autonomous of dollars. Subpoint two she also drops the Bennett card that's talking membership and not a definition of the UN. Please extend the definition of beneficial and that should certainly address military security on balance.

Extend the (B) subpoint, national interest. Certainly that should address military security.

On her overview on case, please group. Subpoint one, venting prevents peacekeeping and that Tugwell evidence has been dropped throughout case. Subpoint two I'll extend venting on case because she did cursory coverage there.

Contention one. The only thing she has here is that there are no empirics and that Nixon gives no scenarios. But I'll ask you to extend the Nixon

evidence and indicate that her partner faces the same problem. And certainly you should grant us the risk evidence there because her partner faces the same problem.

Contention two UN heightens conflict, (A) subpoint. The only thing he wants to extend is the Heritage Foundation indict. But I'd just like to point out, ladies and gentlemen, that we have other sources. Subpoint two, Tugwell is not Pines, you know. If you want to apply this indict, it has to be specific. Subpoint three, he drops Miguel's second answer that they assert it and his third answer is that you should just prove him wrong.

Please extend also specifically on the (A) subpoint the Arab Israeli conflict is an empirical example. Two subpoint the on balance evidence that says this is true. Three subpoint I'd like to point out that venting is different from peace keeping. And four subpoint I would extend the evidence that says, it takes out her evidence on case, that says, it indicates the fact that, it indicates the fact that venting would stop peacekeeping. OK? And it also says that venting no longer occurs regardless of what evidence she read.

I would just like to get down to the peacekeeping issues and extend Miguel's 2AC answers which I don't think, you know, have been addressed really by the 2NC or 1NR.

Second Negative Rebuttal:

Paul Benson, Macalester

Far too much is dropped in 1AR. She again indicates membership not equal organizations. Of course drops all of Molly's funding evidence that indicates the funding is tied. Now her second argument is Franck indicates you could pull out. But you know we would argue the real world Congressional analogy, that you know, if you were talking about in the real world, whether Congress was beneficial, you would talk about the actions the CIA takes because Congress established the CIA. Indicating, you know, that in the real world we are perfectly reasonable.

Third argument here is she says on balance, card is a blurb. No. She drops out Gardner evidence and also drops the Church evidence which is extended that indicates, on balance is beneficial. And when I talk about Heritage Foundation indicts, the scholars conclude negative.

Please go now on to lofty expectations. She drops off all kinds of things. She says, you know, extend number one. But drops my evidence that indicates it prevents wars it decreases tensions, and it controls violence. All of that is dropped and I do not want 2AR giving new answers. She says should not contribute to war. I argue that they do not, and she doesn't give any empiricals.

Her second argument is, you know, case evi takes all this out. Of course I argue case, I spend lots of time on case. Third argument here she says we're on the verge of anarchy. Of course number one, he's not talking about peacekeeping. Number two, you know, it does not indicate what the impact of all of this would be. Why this would necessarily be that bad. Third argument is does not indicate that, you know, the entire UN system will fall apart, you know. Fourthly, that this is brand new. I mean this thing should have been

cut in. And I will argue the 2AC, because this is an entire position shift. If they're going to argue the UN is going to fall apart, by God they should have that in constructives.

She then argues extend the second answer that he gives. Of course, drops all my answers that indicates, you know, the failures are outside faults, and on balance. She says, you know, venting not equals peacekeeping. Of course, it stops wars and I indicate that that is good in and of itself. And if, you know, their national security criterion is number one, then that would, you know, make it relevant to the round.

She says they should not contribute. I argue that they don't. She argues peacekeeping forces fail. I say no, pull all the empiricals which she punts off. Fourthly, she says not unique to the UN. That would mean that she would have to indicate solvency for non-UN organizations. And she drops all my evidence that I read in the 2NC that indicates you can't do it outside the UN. And I'll talk about that when I get there.

Please go to prolif. On overview number one, she says money is linked directly to the UN. No. Number one, UN deserves credit for the safeguards. Second argument is safeguards take out impact on 2AC UN harm. She says, you know, countries have the bomb. Of course, number one,Goldblat evidence January '86 says no new members. She drops it. Second argument no evidence about accidents which is what our evidence talks about. Third argument is 1NR Poneman evidence says you won't develop and/or use, and that's dropped.

On norms. Number one, must have discriminatory treaty. I mean that's dropped as well. Second argument that means the norms are upheld. And third argument is Goldblat says disincentives outweigh legitimization. She says energy equals development. Of course, no evidence here. My second argument is norms say does not develop. I mean she cannot get that off of this. No prolif equals big time benefit. And I mean that is UN specific.

Please go to overview on criteria. Of course she says only numbers, IAEA autonomous, and Bennett is dropped. Of course she drops why wouldn't we add this to the calculus, and I talk about this above. She says definition of beneficial. Of course Molly argues it's arbitrary, and where's the distinction, and she grants that. She just says extend (B) point. Drops on balance criteria should be applied here and that our scholars conclude with us.

She argues on the underview venting does not equal peacekeeping. Of course, she applies the Tugwell evidence again, which is Heritage Foundation, and even if you don't buy the indict, I beat it. She says case takes out, well lets go to case.

On contention one, she says extend Nixon. Drops Molly's third argument that says Nixon gives no scenarios, indicating the Nixon evidence is awful. Drops her first response that says no empiricals are given which beats it at that level.

On contention two. She says we have other sources and Tugwell is not that bad. Of course drops basically our indict which indicates, you know, the Heritage Foundation, you know, reaches conclusions then does the study. I mean if we did that kind of stuff we'd probably be shot by our coach. (laughter)

You know, she says we dropped two and three. No. I grouped that together. And I argue that it beats it on that level and, you know, this is brand new. I don't understand how it takes any thing out any way.

She says extend Arab-Israeli. I beat that out with all my empiricals. She then says extend another, you know, conflict. I think I beat that as well on balance.

She says on balance beats. Wrong. I read evidence that indicates on balance it works well and I have all the empiricals in the round. I mean if you're going to decide peacekeeping look at the empirical examples. And she drops when I talk about Yom Kippur, and all that type of stuff. We probably wouldn't even have a today if those conflicts had occurred.

She says venting does not equal peacekeeping. So what. It stops wars which they indicate is the number one priority. And if that is true, you know, that it's irrelevant because it's not peacekeeping, then go down to the very bottom where she argues, you know, these outside the UN peacekeeping forces. They ain't peacekeeping forces. And so if my evidence gets kicked out, her evidence gets kicked out, and where's the only place you have peacekeeping? That is in the UN. OK. And I mean she drops the evidence that I read that indicates it prevents superpower conflict. I mean that evidence is cold.

All I want here is that the peacekeeping forces don't include the superpowers. This is from F.T. Lui, Assistant Secretary General of Political Affairs in '84: Peacekeeping forces presence in areas do not include the superpowers (25).[25]

I guess I'm supposed to say something nice at the end of this. And all I'd like to say is I've been involved with this activity for about seven years now and I've heard things about the fact that it's starting to die out in certain areas of the country. I don't think that should every happen and I think that we as members of this type of a community should do our best to keep CEDA, NDT, and other forms of debate alive. Thank you very much. (Applause)

Second Affirmative Rebuttal:

Miguel Delao, Florida State

I said exactly what I was going to do in 2AC, and I said what I was going to do in 2AR. I said we're going to go for uniqueness. All right, and that is what I'm going to try to win, because even though he can take out Tugwell, Cuellar evidence indicates that because we went outside the UN, there will be no more peacekeeping in the UN. He can win all his past evidence. The UN was wonderful at it, they will not do it anymore. Of course he raises a good issue, well now we have to show solvency. But last thing Carrie says, you know, in 1AR was (unintelligible) you have to extend all the evidence I read in

---

[25]"Secondly, despite their weaknesses, UN peacekeeping forces have one important advantage. Their presence in an area of conflict serves to preclude direct intervention by third-party governments, including Super Powers in that area and thus to insulate the conflict from a potential East-West confrontation."

the 2AC on peacekeeping. And my evidence says, they don't want the United Nations, they won't go there, and it says because they're getting shot at; and that is why I think I made the distinction why the US is good; that evidence says that the Netherlands is sick and tired of getting their people killed. The US fights back. And the evidence I read there said that the UN would not have been any more successful at Lebanon and therefore should not be taken out. That evidence was granted. He had arguments there, but still granted what, everything the evidence indicated. I think that one card that said they are getting shot at and therefore don't want to contribute soldiers, indicates why the US is better. What it comes down to is, you are not going to get the US. The question is, is there a better solution? I mean in any sense is there a slightly more optimal solution? To the extent that we can defend ourselves, we at least guarantee that there is possibility for more peacekeeping. Because you're not going to get it from the UN. That Cuellar evidence is dropped. All he can win is that it used to be great, and you know, I have to agree with him on that.

Prolif. I'm not going to go for this agency on IAEA, because what I want is the legitimazition. Right. He extends that there are no new members. That is true, but the evidence; my second; my third answer in the 2AC--debate would undermine the NPT. That is granted. That is the only evidence that Carrie really goes for in the 1AR. She indicates that this takes out their links, because now the one thing that is bringing about these norms, the one thing that is deterring these people is NPT and it is being undermined.

He said they will not develop or use. But the evidence that was read there says they were legitimazing proliferation. Right. That is granted. He says norms are upheld. But they're undermining the NPT, that one card I think is what takes out all these links. Because it indicates that even though this may have been true, what is going on now in these debates is hurting their links.

He says norms mean they will not develop. I simply refer you to the phenomenal evidence that was read in the 2AC. That evidence says that the NPT is instrumental in promoting proliferation. It says the IAEA is also in the same vein. They do the same thing, they lead to proliferation. All he has here, he says, is that the norms mean they won't develop. I want you to weigh that, these norms they won't do it, versus evidence that indicates that it is instrumental. When he runs that, you know; we've always granted, of course, prolif isn't bad; I think that gives us all the military security we need. Because they argue it leads to cataclysmic nuclear war. And if we win that evidence that indicates that it's being legitimized; which now means that people will prolif; and that it is undermining the NPT, which undermines their norms, then I think we certainly outweigh all this peacekeeping stuff which was all in the past. At a minimum, I put a doubt in youir mind. At the most, I think I win the turn on peacekeeping because you will not have any in the future. And that was because of the venting.

I'll go to the first observation. Now I granted agencies, so that will not matter. But the third answer, this is 1N overview. All they have is this on balance stuff. You know I think it's the same argument, 2AC's the same argument as 1AR. This is really blurby stuff. Does not say why it is good and you have to weigh this specifically against proliferation. And I think that is a

perfect illustration why. Because these authors may be assuming, well, you know, the UN stops prolif. They did not necessarily take into account Mr. Becker argument that it indeed leads to prolif.

We are giving you specific examples versus, you know, evidence that just says, well you know, the negative would always win every round.

Lofty expectations. He starts off again by saying it prevents war. That is ony when you get the peacekeeing and you will not have peacekeeping in the future. That means UN will not, no longer will stop war. The only thing you have to look at is, is there a chance outside the UN and I think we give you that because of the fact that we can shoot back.

My evidence on the verge of peace; of anarchy. He says that it is not peacekeeping. That may be true but it indicates that in general there is going to be war. He says number two, why is that bad? Certainly, I mean it has to be bad, there is no conflict control. We're going to have anarchy and Klare says you want to have conflict control. He says number three, does not mean UN falls apart. That is certainly not the argument we are trying to make. And he says it is new, and the reason he says it is new is because he thinks I'm arguing the UN will fall apart. But he read a lot of evidence in the 2NC indicating that right now the UN is good. I don't see why it is illegitimate for Carrie to stand up and read evidence saying no that is not true, right now the UN is bad. That is not new. He thinks we made a different argument about the UN falling apart, which is not what we are claiming.

I think that's all I really want. But I will go to case and take a glance. US national interest. All they extend, on B subpoint of their first observation, must be on balance. I agree, I think the cataclysmic nuclear war on prolif wins it for us, and the fact that only we can get peacekeeping in the future.

Contention one. He says scenarios. Certainly we get a secnario off prolif and we get an empirical scenario off peacekeeping. That's the Cuellar evidence I read in 2AC, and it's empirical. It says because we went outside the UN, you will not get peacekeeping in the future. And the evidence says empirically the last two were outside the UN.

I want to thank several people and I'd like to start off with Curtis Austin our coach. At the beginning of this year I was not going to debate. And it is because of the fine human being that he is, that I decided to stay and I'm really glad that I did. I'd like to thank Carrie. Before this tournament she said the one thing she wanted was for us to get here to the final round. And she was going to work her butt off to see that I got here, and she did it for me and I can't thank her enough. And Carolyne, who makes my every day. I enjoyed it fully. Thank you. (Applause)

WORKS CITED

Ameri, Houshang. *Politics and Process in the Specialized Agencies of the United Nations*. Aldershot Haunts: Gower Publishing Company Limited, 1982.

Balk, Alfred. "The Editor's Corner." *World Press Review* (August 1985).

Becker, Avi. *Disarmament Without Order*. Westport, Conn.: Greenwood Press, 1985.

Bennett, A. LeRoy. *On International Organizations: Principals and Issues*. Englewood Cliffs, New Jersey: Prentice Hall, 1983.

Cannon, Carroll. *Shaping Our Future Together*. San Diego, California: United Nations Association, 1984.

Dunn, Lewis. "Controlling Nuclear Arms Includes Curbing Their Spread." *Christian Science Monitor* 11 October 1984.

Easterbrook Greg. "Ideas Move Nations." *The Atlantic Monthly* (January 1986).

Eban, Abba. "Multilateral Dipolmacy in the Arab-Israeli Conflict." *Multilateral Negotiations and Mediation*. Ed. Arthur Lull. New York: Pergamon Press, 1985.

Falkner, Ronnie. "Taking John C. Calhoun to the United Nations." *Polity* (Summer 1983).

Fasulo, Linda. *Representing America: Experiences of US Diplomats at the UN* New York: Praeger Special Studies, 1984.

Formuth, Peter. *Financing the United Nations*. New York: United Nations Association, 1984.

Franck, Thomas. *Nation Against Nation*. New York: Oxford UP, 1985

Gardner, Richard. House. Committee on Foreign Affairs. *US Participation in the United Nations* 97th Congress., 2nd sess. Washington, D.C.: GPO, 1982.

Gauhar, Altaf. "North-South Dialogue: An Interview with Perez de Cuellar." *Third World Quarterly* (1984).

Goldblat, Jozef. *Nuclear Nonproliferation.* London: Taylor and Francis, 1985.

Grenier, Richard. "Yanqui, Si! U.N., No!" *Harpers* (January 1984).

Harrison, Selig. "A Break Through in Afghanistan?" *Foreign Policy* (Summer 1983).

Houghton, Robert, and Frank Trinka. *Multilateral Peacekeeping in the Middle East.* Washington, D.C.: Center for the Study of Foreign Affairs, 1984.

James, Alan. "Painful Peacekeeping: The United Nations in Lebanon 1978-1982." *International Journal* (Autumn 1983).

Keohane, Robert, and Joseph Nye. "Two Cheers for Multilateralism." *Foreign Policy* (Fall 1985).

Kirkpatrick, Jeane J. *The Reagan Phenomenon--And Other Speeches on Foreign Policy.* Washington, D.C.: American Enterprise Institute for Public Policy Research, 1983.

Klare, Michael T. *American Arms Supermarket.* Austin, Texas: of Texas, 1984.

Luck, Edward. "The U.N. at 40: A Supporters Lament." *Foreign Policy* (Winter 1984).

Lui, F.T. "Comments on the IPA Report." *Peacekeeping and Technology.* Ed. Hugh Hanning. Oxford, England: Internationa Peace Academy, 1983.

Maynes, Charles. "A Cause Worth Fighting For." *The Nation* (21 September 1985).

Miller, Debra. "Contributions of the U.N. to International Security Regimes." *The U.S., the U.N., and the Management of Global Change* Ed. Toby Trister Gati. New York: New York University Press, 1983.

Nelson, Richard. "Multinational Peacekeeping in the Middle East and the United Nations Model." *International Affairs* (Winter 1984/85).

Newell, David. "On Morality in Foreign Policy." *Newsweek* (16 December 1985).

Nixon, Richard. *Real Peace.* Boston, Mass.: Little, Brown and Company, 1984.

Nye, Joseph S. "NPT. The Logic of Inequality." *Foreign Policy* (Summer 1985).

O'Brian, Conor. "U.N. Theater." *The New Republic* (4 November 1985).

Parson, Sir Anthony. "The United Nations and International Security in the 1980's." *Millennium: Journal of International Studies*

Platt, Nicholas. House. Committee on Foreign Affairs. *U.S. Participation in the United Nations*.97th Congress, 2nd Session. Washington, D.C.: GPO, 1982.

Poneman, Daniel. House. Committee on Foreign Affairs. *Proposed Amendments to the Nuclear Non-Proliferation Act, 1983*. 98th Congress, 1st Session. Washington, D.C.: GPO, 1983. Puchala, Donald J. "American Interests and the United Nations." *Political Science Quarterly* (Winter 1982-83).

Raman, K. Venkata. "United Nations Peacekeeping and the Future of World Order." *Peacekeeping*. Ed. Henry Wiseman. New York: Pergamon Press, 1983.

Rikhye, Indar Jit, Michael Harbottle, and Bjorn Egge. *The Thin Blue Line*. New Haven, Conn.: Yale University Press, 1974.

Rikhye, Indar Jit. "Peacekeeping and Peacemaking." *Peacekeeping."* Ed. Henry Wiseman. New York: Pergamon Press, 1983.

---------- *The Theory and Practice of Peacekeeping*. New York: St. Martins Press, 1984.

Ruggie, John. "The United States and teh United Nations: Toward a New Realism." *International Organizations* (Spring 1985).

Scheinman, Lawrence. *The Nonproliferation Role of the International Atomic Energy Agency*, Washington, D.C.: Resources for the Future. 1985.

"Security Council Hears Views on Cyprus Efforts, Extends Mandate of Peacekeeping." *U.N. Chronicle*

Sethi, J. D. "Steps Toward Reform." *World Press Review* (December 1985).

Spector, Leonard. "Proliferation: The Silent Spread." *Foreign Policy* (Spring 1985).

Stanley, C. Maxwell. House. Committee on Foreign Affairs. *U.S. Participation in the United Nations*. 97th Congress, 2nd Session. Washington, C.C.: GPO, 1982.

Tugwell, Maurice. The United Nations as the World's Safety Valve." *A World Without A U.N.*. Ed. Burton Pines. New York: The Heritage Foundation, 1984.

"UNIFIL Mandate Extended for Six Months." *U.N. Chronicle* (May 1985)..

Urquhart, Brian. "International Peace and Security." *Foreign Affairs* (Fall 1981).

Vayrynen, Raimo. "Focus On: Is There A Role for the United Nations in Conflict Resolution?" *Journal of Peace Research* (1985).

Waldheim, Kurt. "The United Nations: The Tarnished Imagae." *Foreign Affairs* (Fall 1984).

Yeselson, Abraham, and Anthony Gaglione. *A Dangerous Place: The United Nations as a Weapon in World Politics.* New York: Grossman Publishers, 1974.

JUDGE'S CRITIQUES

First Judge Critique

David Frank, University of Oregon

I must congratulate all four debaters, the director of forensics from Florida State and Macalester, and tournament director Professor Michael Bartanen for the quality of the final round and of the tournament as a whole. As I reflect upon this debate, I see some good arguments, some undeveloped arguments, and some less than effective game-playing.

After listening to some fifty debaters on this topic, I know that I had reached some opinions regarding the utility of the United Nations before the final round began. Much of the better evidence (opinions from academics) on this topic seemed to suggest to me that the United Nations produced more benefits than costs. In this debate, the second negative developed an excellent series of arguments which demonstrated that, on balance, the United Nations had produced significant benefits. Some of the best authorities on the subject, such as Thomas Franck, have carefully assessed the United Nations and have concluded that the benefits of the UN outweigh its costs. In addition, the second negative produced specific examples to substantiate the on balance assessment. In particular, the UN has played and is playing a significant peacekeeping role in Cyprus, the Middle East, Pakistan and the Golan Heights. The first affirmative and second affirmative attempt to use the Middle East as an example for the affirmative position. However, the argument that the existence and the actions of the UN precipitate tensions in the Middle East had weak support. While the negative did not extend the issue into rebuttals, the affirmative case was also weakened by the Heritage Foundation indictments presented by the first negative. Thus, when I attempted to weigh the costs and benefits of the UN at the end of the debate, I had to give more weight to the negative evidence.

The nuclear proliferation issue was muddled. Both sides presented and extended arguments, but at the end, the issue was unclear to me. The rebuttal speeches did not provide compelling decisions rules which would have been used to consider this issue. Both teams presented evidence of equal weight and of equal worth.

The case-side arguments did not directly play into my decision for they were not extended well into rebuttals. The best criteria argumentation was not on the case-side but was in the second case observation of the negative. Here, the negative "framed" the arguments for me as an audience. The negative presented a reasonable observation that we should not have "lofty expectations" of the UN. In turn, this helped me to think about dthe on-balance evidence as well as the specific examples provided by the negative.

Since this critique is directed to a wider audience, I would like to conclude with four general comments about the status and future of CEDA debate. First, while this was a good debate, there was a failure to carefully consider the evidence presented. Evidence ought to be a central concern for debaters. Evidence is not equal in quality or accuracy.

Advocates should provide judges with criteria for judging the strength of evidence. Second, decision rules should be clearly established for every voting issues. As such, I did not consider the proliferation issue seriously in this debate because the advocates presented equally compelling evidence and extensions but no decision rules. Third, this debate provides a good model or example of how an advocate can deal with broad positions. In this debate, the negative presented on-balance evidence from excellent authorities and then presented significant and specific examples. This is an excellent method of dealing with the counter-warrants nonsense. Finally, debate should be an exciting, enjoyable venture with a serious purpose. I am hopeful that debaters of the future will keep academic debate in perspective. Debate is not a game; it is an educational activity devoted to rhetorical scholarship.

Dale Herbeck, Boston College

It was my pleasure to judge the first Final Round of the Cross-Examination Debate Association's National Tournament. I would like to express congratulations to the debaters and coaches from Macalester College and Florida State University for reaching this debate. It is a real accomplishment to best 194 teams and endure 13 rounds of debate to arrive at the Final Round.

After listening to the debate and reviewing the key evidence I cast my ballot for the negative team. While the debate itself focused on a variety of issues, the affirmative intentionally narrowed these issues in the final rebuttal. Ultimately, there were only two questions that needed to be resolved. The first question concerns the United Nations success in decreasing nuclear proliferation. Each of these questions will be considered in turn in the following sections.

Does the United Nations Promote Peace?

The affirmative case advanced two contentions. The first contention claimed ath the United States was endangered by conflict in the world. The second contention claimed that the United Nations acted to heighten this conflict that threatened American interests. Five different subpoints were advance to support this claim.

In response to these subpoints, the negative developed a variety of arguments designed to prove that the United Nations did not exacerbate conflict. In particular, the first negative advanced an observation which argued that the United Nations could not be expected to prevent absolutely all conflicts. Rather, the United Nations should be judged according to its success in delaying conflict, encouraging discussion, and preventing escalation. As an extension to this claim, the second negative described United Nations efforts in the Congo and the Middle East (including the Golan Heights and Lebanon).

In an effort to simplify the debate, the second affirmative rebuttal attempted to salvage the case by focusing on the argument that superpow-

er intervention had already eliminated the possibility of successful United Nations intervention. In support of this, he referred to de Cuellar evidence from the second affirmative constructive indicating that United Nations action was no longer possible because the superpowers had already acted outside the United Nations. He also stressed a second de Cuellar card indicating that other nations were unwillint to commit troops because the United Nations could no longer guarantee their safety during peacekeeping operations.

This is an interesting strategy. The affirmative is essentially granting most of the negative arguments against their case. They are admitting that the United Nations could facilitate peacekeeping efforts as the negative argues, but are claiming that the United Nations never will do this because of previous superpower intervention and an inability to guarantee the safety of peacekeeping forces. If this is true, then the affirmative would have apowerful indictment of the United Nations system.

However, there are several problems with the final affirmative position. First, not all of the negative evidence assumes the actual use of peacekeeping forces. Much of the negative evidence talks about how the United Nations process itself can work to decrease conflict. For example, the negative argues that, in some instance, United Nations debate can substitute for military intervention. While the inability to commit troops would certainly mitigate some of this process, it does not fully discredit such United Nations efforts. Second, the affirmative position ignores evidence from Houghton and Trinka presented in second negative constructive and extended in both negative rebuttals which claimed that unilateral peacekeeping measures by the United States would anger the Soviets and create the risk of a direct confrontation betrween the superpowers. Taken together, these arguments discount the second affirmative rebuttal claim. Even if it loses the ability to commit troops, the United Nations still might help to mitigate conflict. Furthermore, there is reason to discount the desirability of the unilateral alternative.

However, even if one gives this issue to the negative the debate is far from over. The case impacts pale in comparison to the nuclear proliferation countervalue. Moreover, the affirmative strategy in rebuttals seems to be to hold the negative to a draw on the case and to win by turning the proliferation countervalue against the negative.

Does the United Nations Decrease Nuclear Proliferation?

The counter value claims that the United Nations discourages proliferation two different ways. First, the Non-Proliferation Treaty (NPT) as implemented through the International Atomic Energy Agency (IAEA) prevents nuclear proliferation. Nations which sign the NPT renounce nuclear weapons. The IAEA establishes safeguards and inspection procedures to prevent these nations from covertly diverting nuclear materials for weapons production. Second, the United Nations, as a whole, establishes norms discouraging the use of nuclear weapons. Taken together, the negative claims that these measures slow the rate of nuclear proliferation and thereby reduce the risk of disaster.

Since this countervalue is presented in first negative the initial affirmative responses occur in second affirmative constructive. In this speech the affirmative argues (1) that the IAEA is an independent agency and therefore not a part of the United Nations; (2) that the United Nations does not stop proliferation but rather discourages use; (3) that the United Nations increases proliferation; (4) that the United Nations spreads the capacity to proliferate; (5) that the IAEA would allow nations to gain nuclear technology and then withdraw from the non-proliferation regime; and finally (6) that experts agree that the United Nations is a failure. Taken together these constitute a formidable set of responses.

However, the second negative constructive is more than prepared to answer these arguments. He claims that the IAEA is financially linked to the United Nations; that United Nations norms prevent proliferation; that the United Nations does not encourage but rather discourages proliferation; that the spread of civilian nuclear capacity does not constitute the ability to proliferate; that the IAEA is effective; and finally, that the United Nations is a success in discouraging proliferation.

All of this is well and good. However, most of these responses become irrelevant in rebuttals. First affirmative rebuttal falls back on a subset of the initial affirmative responses. Second affirmative that the IAEA is a part of the United Nations and then argues that the NPT actually increases nuclear proliferation. He refers to second affirmative constructive evidence from Becker indicating that the NPT discriminates against non-nuclear states and that this discrimination serves as a basis for debate which encourages these nations to proliferate.

This is a masterful strategic stroke. If the second affirmative rebuttal wins this argument then the affirmative must surely win the debate. Even though they seem to be debating for a draw on the case, the affirmative offers a scenario for a decision in their favor. If the United Nations is more or less impotent as a peacekeeper, and if the United Nations increases proliferation (which both sides agree is detrimental), then it would be possible to justify an affirmative ballot in this debate. Unfortunately, the affirmative fails to prove this scenario.

The only evidence in this debate which suggests that the United Nations might increase proliferation is the Becker evidence on the NPT in second affirmative constructive. The other Becker evidence is not germane to this point. The Becker evidence under the fourth argument proves that the NPT increases capabilities but not that it increases motives. The Becker evidence on the fifth argument only claims that nations could participate in the non-proliferation regime until they acquired nuclear knowledge and then quit the regime. It does not establish motive. Finally, the Becker evidence on the sixth argument merely indicates that there are limits to the effectiveness of the United Nations. It does not prove that the United Nations is totally ineffective.

Thus, the decisive question in this debate is whether or not the single Becker card in second affirmative constructive is sufficient to flip the countervalue. Ultimately, I conclude that it is not. Superior evidence and analysis supports the negative position. First, the NPT is only one of two links suggested by the negative. The negative also

claims that the United Nations articulates norms against the use of nuclear weapons. Evidence from Miller and Poneman indicates that these norms constitute an important barrier against proliferation. So at best, the affirmative has only turned one of the links to the countervalue. Still, it would be possible to vote affirmative if it could be demonstrated that the NPT encourages more proliferation than the United Nations norms discourage. However, the negative has a second set of arguments against the turnaround. Evidence from Goldblat indicates that the NPT must discriminate against nations to prevent the spread of nuclear weapons. The evidence suggests that absent some form of discrimination it would be impossible to separate nuclear from non-nuclear states and therefore impossible to prevent proliferation. This evidence argues that some form of discrimination is inevitable and essential if we are to prevent proliferation. A second piece of evidence from Goldblat claims that there has been no increase in nuclear states since the NPT. Taken together, these cards seem to suggest that the NPT is more of a barrier than an inducement to proliferation.

Given these arguments, I fail to see how the affirmative can claim a turnaround on the proliferation countervalue. At best, the resolution of this argument is that the affirmative fails to prove that the United Nations actually increases proliferation. The single Becker card is insufficient to offset the Goldblat evidence. It seems that the proper conclusion is that the United Nations probably decreases proliferation.

If the United Nations increases proliferation then the decision in the debate is clear. Both sides agreed that the proliferation is evil. More importantly, the affirmative has no offsetting risk on case. The case is surely no more than a draw for the affirmative, and the negative probably wins some United Nations benefit by decreasing conflict short of the deployment of peacekeeping forces. Given these answers, the choice becomes clear. Consequently, I opt for the negative.

Gina Lane

William Jewell College

My congratulations to the the coaches and teams from Macalester and Florida State on an outstanding Final Round at the first CEDA National Tournament. I have seen both of these teams before and they have never failed to impress me with both their argumentation and speaking skills. This round was no exception, and I was proud to be apart of this milestone in the evolution of CEDA.

In this debate Macalester did a good job of turning issues to their advantage. Despite Florida State's efforts, Macalester minimized the impact of the affirmative case by constantly pressuring Florida State to provide empirical support for a largely theoretical case. The negative team's benefits to the United Nations wree defended in a superior manner. 2AR persuasively tried to tie up the loose ends in favor of Florida State,

but instead, got caught up in overclaiming evidence and granting too many damaging arguments.

Criteria: There are two main issues to be dealt with here. The first is whether or not membership in the UN includes membership in the UN's various agencies. The 1AC has good evidence from Thomas Franck stating that a nation does not have to be a member of the UN to be a member of one of it's agencies. The negative team presses here and offers a Congressional analogy which I don't find particularly appealing, and I assumed the affirmative team would win this issue. Unfortunately for Ithe affirmative, this argument is continued in a negative overview on the advantage of the UN. This argument states in part that if the U.S. withdrew its membership, we would lose the benefits of the UN and its agencies because they would all financially crumble. While 2AC had some good responses to this initially, 2AR decided to grant the argument. This automatically sets up the IAEA Value Objection as an issue which must be considered in the round since we can now consider the IAEA a part of the UN.

The other issue within the criteria is the determination of how to weigh beneficiality. The affirmative provides a criteria on US national interest which the negative claims is arbitrary. They instead advocated an "on-balance" weighing of advantages versus disadvantages which the 2AR accepts.

Case: The thesis of the affirmative case is that the debate over issues in the UN increases conflict and the risk of war by drawing more participants into the conflict who would otherwise be neutral. The negative's strategy is to press for empirical examples whil providing counter-evidence. The affirmative in constructives and provide the empirical examples the negative is pressuring for. This severely weakens the case, and sets the negative up well to win their peacekeeping argument.

In contention II the future of peacekeeping is argued. The affirmative's argument in 2AC is that because an independent multi-lateral peacekeeping force was used in Lebanon instead of one sponsored by the UN, the future of UN peacekeeping forces is in doubt. This would lead to the conclusion that peacekeeping outside the UN can work as well as UN forces, so no unique benefit to the UN would accrue. I The negative answers that the initiation of peacekeeping forces outside the UN risks a superpower confrontation because the neutrality of the forces is brought into question. The negative's evidence here does not say this. It only says that in the Lebanon situation "...a response by the USSR can be expected." Since the Lebanon crisis is a couple of years behind us and the Soviets haven't made any hold moves in that region, I seriously doubt the validity of this evidence. Unfortunately the affirmative didn't argue this. Instead, 2AR drops this argument and overclaims a piece of evidence read in 2AC to mean that there will never be another U.N. peacekeeping force because of Lebanon. This evidence does not come close to saying that. Instead UN Secretary-General de Cuellar is merely quoted as saying that "...major powers might be unwilling to support UN peacekeeping operations." This is a risk at best, and not as absolute as

the 2AR tries to claim. At this point, peacekeeping may still be considered a benefit to the UN.

Peacekeeping: 2NC provides some excellent argumentation on their own observations on peacekeeping. Good on balance evidence is provided, as well as two past examples and five current examples of successful peacekeeping.

Not only are these dropped by the 1AR, but they also seem to independently deny 2AR's claim that UN sponsored peacekeeping will cease to exist after Lebanon. Therefore I believe that this is one strong benefit that has continued despite the venting problems in 1AC.

IAEA: The negative argues that the IAEA is an independent benefit to the UN because it has prevented proliferation of nuclear weapons. The affirmative initially responds that the IAEA is an independent benefit to the UN because it has prevented proliferation of nuclear weapons. The affirmative responds that the treaty is discriminatory and disliked by the non-nuclear nations and that they will go nuclear as soon as they can acquire the capacity. The increased use of nuclear energy could be one way this could be accomplished. The negative argues that the norms, which have been enforced by pressure within the UN, will prevent proliferation. 2AR once again overclaims evidence ready earlier to say that the norms are irrelevant and undermined. However, the evidence only says that those nations having nuclear power will increase, and it doesn't mention norms. At the very least, the IAEA seems to have discouraged acquisition and prevented use of nuclear weapons, seems to have discouraged acquisition and prevented use of nuclear weapons, even if the affirmative evidence is given some credibility. However, I am not inclined to give it much credibility when it is overclaimed to a point in which the negative cannot respond. Therefore, I must agree with the negative that the IAEA is a benefit to the UN.

At the end of the round, it is a clear decision for the negative. 2AR made some poor strategic choices which sounded very persuasive until re-examined versus the actual evidence read. The negative provided bothe peacekeeping and the IAEA as clearly supported benefits of the UN and good reasons to maintain US membership.

Jeffrey Philpott

Gustavus Adolpus College

Some times final rounds at large tournaments can be a little disappointing. The length of the tournment catches up with the debaters and they don't have the energy left to make the round what it should be. That definitely did not happen here. This was, to be blunt, an excellent debate round. This debate had clash and lots of it. The arguments of each team were specifically applied to the arguments of the other team, most arguments were carried through the entire round, and the UN remained the focus of ALL of the arguments in the round despite the pres-

ence of tempting side issues such as nuclear proliferation. This round serves as an excellent example of what CEDA debate has to offer.

I wound up voting for the negative in this round by a very slim margin, but it was a margin that was clear. The negative was able to prove to me that there is some benefit to world security (and hence to the US national interest) gained from the United Nations. There is clear evidence in the round to document the past benefits of the UN and some reason to believe that these benefits will continue to accrue in the future (although the later is much weaker than the former).

The place to start to dissect the round is with the 1AC observation on criteria. Like most criteria arguments, this one had very little impact by itself but effected other arguments a great deal. The key issue to be resolved here is the extent of the term "United Nations", and that argument hinged on whether or not the UN included United Nations affiliated bodies other than the General Assembly and the Security Council. The affirmative suggested that the litmus test for the definition is whether nations have to be members of the UN proper to belong to any particular agency (such as WHO or UNESCO). If U.N. membership is not a prerequisite for agency membership then that particular organization or agency is not considered a part of the UN While this criteria seems to meet a test of face validity, the affirmative seems unable to respond to key negative arguments: 1) there are other ways to define the UN and 2) the "membership" criteria is arbitrary. I a m a little surprised that there was not more effective clash with these arguments, but by the end of the round the affirmative has effectively conceded the point. The result of this is that it becomes legitimate to consider the benefits accrued from the functioning of UN agencies such as the IAEA. The effect of this is to allow the proliferation argument into the round.

The rest of the round boils down to two issues: peacekeeping (contention II and VO II on lofty expectations) and proliferation (VO III). Let's begin with peacekeeping. In a way the affirmative allows the round to be turned around on them here. By arguing that the UN causes conflict and accepting 1NC's criteria that examples of INCREASED conflict must be shown they move themselves off the burden of proving no overall benefit into a position of needing to prove the existence of a harm. This is considerably harder to do. The negative is ultimately able to win the battle of current examples; the five examples in VO II go largely unanswered and I am left to conclude that the UN is indeed currently effective (at least sometimes) in its role as a peacekeeper. The best example for affirmative is 12 years old (the Yeselson and Gaglione card on IIB). While the affirmative has no trouble proving that the members of the UN use the General Assembly as a place for conduct, they are unable to show that the actions of the body actually increase the amount of military conflict in the world.

The affirmative tries a very interesting tactic at this point that almost works. Mr. Delao argues in 2AC that there will be no UN peacekeeping efforts in the future because members prefer to go outside of the UN as the US, France and Italy did in Lebanon. The result is that there will be no effective UN peacekeeping in the future and hence, no benefit. In the

last rebuttal this is tied in with the Ruggie card used in 1AR to support the claim that the UN is about to collapse. Unfortunately for the affirmative, the Ruggie card does not support that conclusion (it says the UN is "close to anarchy") and the Lebanon example explodes on them (no pun intended). The Beirut peacekeeping force failed miserably, the negative says, and they extend with general cards in 1NR that say by passing the UN is bad ("weakens peace") and increases the risk of superpower conflict. The tendency to avoid the UN in the future then becomes disadvantageous and the UN shows a net benefit if only we could use it. Ultimately I find myself agreeing with the negative on peacekeeping for two reasons: 1) there is evidence presented in the round to demonstrate that some UN peacekeeping operations are currently effective (e.g. Cyprus) and, 2) the risk of conflict due to non-UN peacekeeping efforts is considerably larger than the risk offered by the UN efforts.

The clash on both sides of the prolif argument was the best I have seen all year. I feared that the round would degenerate into the all-too-common mega-card fight over whether prolif is good or bad. This one didn't and all four debaters have my gratitude. This argument hinges on past benefits versus future harms. The negative is able to show (in very general evidence) that the IAEA has been effective in reducing prolif through treaties (NPT) and the creation of anti-nuclear norms among member states. The affirmative response is that the debates in the UN undermine anti-nuclear norms and that prolif has increased as a result. Unfortunately, the argument largely ends there. The affirmative is unable to point to any recent horizontal proliferation (much less any prolif that can be blamed on the UN) and the negative is unable to counter the recent Becker evidence (UN legitimizes prolif). I am inclined to accept both teams position to some degree: The UN has been effective in preventing prolif, but there is reason to believe that it's effectiveness in that arena is diminishing and the norms are changing. However, since the topic is worded in the present tense and the empirical track record of the UN is good, I can only vote for the first position and that belongs to the negative. Prolif goes negative, but there is not much impact to the argument in light of an uncertain future.

Allow me to make one final point about the debate. The on-balance VO was incredibily blurby and luckily everyone in the round recognized that and didn't do much with it. I think that this argument highlights a common problem with this topic. Debates had an unfortunate tendency to either become battles over impact (as in prolif rounds) or to come down to incredibly general pieces of evidence. I saw far too many debaters try to win rounds on single pieces of evidence such as quotations from the Heritage Foundation saying "on balance the UN is not worth the investment" or equally general cards like the negative's Gardner quotation saying "the advantages of the UN outweigh the disadvantages." Debates like that came to resemble the arguments of four-year-olds, with the affirmative screaming "'tis" and the negative shouting "'taint" back and forth for an hour. That's just not good debate. All four of the debaters in this round are good examples of the value of careful thought and analysis without the all too prevalent reliance on either mindless brief reading or on worthless

blurbo cards that spout generalities. It was a fine debate and is an excellent example of what quality CEDA debate should be. All four of your are champions. My hearty congratulations to you and to your coaches.

Kevin Twohy

Carroll College

I want to congratulate the debaters and coaches of the 201 teams that participated in the first Annual Cross-Examination Debate Association National Tournament. Many have argued that a National Tournament of this size could not be managed, but CEDA's President, Michael Bartanen of Pacific Lutheran University, was able to manage the bitggest and best college debate tournament in the United States for the 1985-86 season.

The sixty-four teams qualifying for the elimination rounds should be especially proud of their accomplishment. Finally, the debaters from Macalester and Florida State deserve the highest of accolades for reaching the sixth and final elimination round despite the nervousness of their coaches -- Richard Lesicko and Scott Nobles from Macalester and Curtis Austin of Florida State. It was an honor to critique the final round, and be a part of this historical occasion.

It will be a pleasure to read the final transcript, and see arguments that actually relate to the resolution. I compliment Florida State for arguing a stock case in the final round, and having a case structure that can be easily understood by high school and college debaters and coaches who will be reading this manuscript. This position by Florida State in the 1AC may have distorted my perceptions for the rest of the round because I was happy not to hear the Moon Treaty case, but later I found out that the reason for this approach was because Macalester was so deep on space issues, Florida State decided to take a stock approach to the resolution, and did not run their number one case.

The reason that I was in the minority on this decision might be because of my confisuion at the end of the round which I blamed on the negative team. I was confused by the negative argumentation labels between the on-case observation arguments of the 1NC and the off-case arguments of the 2NC. Overview #2 from 1NC was on peacekeeping and diplomacy and overview #3 on IAEA had a nuclear proliferation impact. These same labels were also used by the 2NC in the value objections so it was hard for me to tell in the negative rebuttals whether a particular group of arguments was to be flowed on-case or off-case. This was especially confusing in the 2NR when I flowed the first minute of an on-case observation and it should have been with an off-case value objection. Other critics after the round also admitted they were having the same problems in flowing.

The second problem on confusion in the debate was initiated by the 2NC and became a problem in the 2NR. The second value objection was "blown-up" by the 2NR and expanded into a giant argument. There was

no warning provided by the 2NR at the beginning of the speech that this was going to happen so the responses to the second value objection, and everything became a GIANT JUMBLE--so 2AR clarify rebuttal. It would have been better to make the third and final value objection the one that was going to expand if no warning was given to the critics to get out extra flow paper.

I vote for the affirmative on two major issues. First, contention #1 on military conflicts goes affirmative. 2AC extends the small wars are a great threat to disaster and 2AR extends the scenario to proliferation. 1AR spends a lot of time here with four responses and 2NR's only response is on the Nixon example and does not apply any value objection to this issue so this is very clear for the affirmative.

Second, I believe the affirmative wins the proliferation issue. The third 1NC overview and the case arguments on proliferation are won in the 1AR and 2AR. 1AR has good responses on the third overview as the Becker evidence is extended. UN debate undermines is extended, and the key argument was the extension on spread of weapons could trigger the proliferation because of instrumental norms. These arguments were very convincing to me in light of Tugwell and Kirkpatrick evidence on the case that venting of steam can sow the seeds of war. If the negative has a weakness in this round it is a lack of specific responses to the 1AC case structure. The negative does do a good job of pulling the affirmative off of their case until the 2AR, but it becomes confusing to me in the 2NR. The affirmative rebuttals are more easily understood on the salient issues, and hence are rewarded with my ballot.

I was glad there were seven critics in this round. It was a most difficult decision. Congratulations to Macalester on winning the first national championship in CEDA debate. After the decision was announced, and I knew that I had "squirreled"--there was some conciliation for my decision when I learned the Northwest Region debaters from eight different schools had voted 17-2 for the affirmative. Not even the nine Justices on the Supreme Court agree on every decision. I guess that's what makes it a debate.

1986 NATIONAL INDIVIDUAL EVENTS TOURNAMENT: WINNING SPEECHES IN ORIGINAL EVENTS

Edited by John K. Boaz[1]

---

[1]The speeches were edited from tape recordings. Except for the correction of obviously unintended errors, these are as close to verbatim transcripts as was possible to obtain from the recordings.

Critiques were requested of each of the judges in these final rounds. However, not all judges complied. Critiques received follow each speech transcript.

The Ninth American Forensic Association National Individual Event Tournament was held at the University of Texas at Arlington on April 12-14, 1986. Close to 400 students from 111 schools participated in the tournament. There were 93 contestants in impromptu speaking; 50 contestants in communication analysis; 84 contestants in persuasion; 76 contestants in extemporaneous speaking; 88 contestants in informative speaking; and 64 contestants in after-dinner speaking who competed in three preliminary rounds. Following the preliminary rounds, the top 24 competitors were advanced to quarter finals, then the top 12 competitors were advanced to semi-finals, and finally, the top six competitors competed in finals. Each final round was judged by five critics.

In communication analysis, persuasion, informative, and after-dinner speaking students are free to select their own speech topic. In the limited speaking events of impromptu and extemporaneous speaking, however, the students are given a choice of topics on which to speak.

After-Dinner Speaking Final Round Winner

Graham Hartley. University of Wisconsin, Madison

You know I saw you practicing your informative out in the hall. By Golly, you were fantastic. Wasn't he fanstatic, everybody. You were really great. I bet even the fire extinguisher on the wall was riveted. Your speech is truly a stunning literary work. No, but really your delivery, style and the content were superb, and I applaud you for that (claps). Doesn't that give you a warm feeling inside--kind of like a puppy that just wee-weed down your leg. To be complimented, or to compliment someone else gives us this warm feeling inside.

Compliments--we all like them. They make us feel appreciated and they make us feel good about ourselves. We also love to give them. They make people like us and possibly do things for us. (Knapp, Bell, Hopper 1984). But, what exactly are compliments? How can I deliver an effective compliment? And what do I do if I'm complimented? Well, I say, "Whoa, let's slow down and take them one at a time, shall we."

First, we'll look at compliments and what they are. Second, we'll look at how to deliver an effective one. And finally, see what options are available to us for replies when we are complimented.

First, then, what are compliments? Well, there are four basic types of compliments: personal appearance, performance, possesions, and personality. [Unintelligible]. [Laughter].

The first of which is a compliment involving personal appearance, or how you look. A recent article in *Psychology Today* said that compliments of this type are the most prevalent in society today. Compliments like: "You look marvelous, the jacket? The jacket could go, but you, you look marvelous." So sayeth Fernando. Or for instance you could compliment me on my suit. "Why thank you, it's from the Don Johnson collection." It is easy to see why compliments on appearance are so popular with such fashion plates in our midst.

Other compliments fall under the category of performance, or skill and ability compliments. I personally don't know that much about these since I've never done anything especially well, but I really did like your speech, and therefore had a good example to follow.

A third type of compliment is a compliment on possessions or what we own. These compliments range anywhere from, "I really like your car" to "I love your wife." Yes, contrary to popular belief, people associated with us in the eyes of the complimentor, are considered to be our possessions.

The final type of compliment is one on personality. *The Journal of Communications* states that the most highly regarded compliments concern personality. "You're so sweet." or "My, how courageous." and "Boy, what a pill."

Now that we know that compliments can take on four different forms: those of personal appearance, performance, possessions, and personality. How can we learn to deliver them effectively? Well, the delivery of a compliment is a three-step process involving the "O.F.P. Method." Observation, formulation, and presentation. And, therefore the clever achronym "O.F.P."

In the observation stage, you must first observe an act of some sort. That makes sense, but the act observed must be something that not everyone does well. Something like...the putting on of one's socks. Yes, not everyone does that well, yet we can be pretty sure that the majority of the people in this room can, and therefore, can feel comfortable talking about it. Okay, I'm glad I roomed with my coach, because I had these socks picked out.

After the initial observation of the said act, the formulation of the compliment begins. There is an unoriginal format where all that needs to be done is plug in different words into a set format. Three types of these exist. The noun phrase/ linking verb/ adjective type: "Your hair/ looks/ nice." Then there is the pronoun/ intensifier/ verb/ noun phrase type: "I/ really/ like/ your tie." The third type is for the advanced complimentor. Remember these men are trained professionals. Do not, I repeat, do not try this without proper training. Yes, its the dreaded pronoun/ verb/ "to be"/ adjective/ noun phrase type: "You/ really are/ a snappy/ dresser.

The third and most important part of the delivery of a compliment is the presentation. There are two things of great importance here, the first of which is energy. Let's talk socks again shall we? Enthusiastic versus non-enthusiastic. "I really like your socks." "No, I mean it!" Can you tell the difference? Good. Equally important to energy is sincerity. Sincere versus insincere. "I really like your socks," and "I really like [laughs] your socks." What we can see from this is that the best kind of compliment to give is one that is both enthusiastic and sincere.

Now, that we know what compliments are, and how to give an effective one; what the heck do we do if we're complimented?

There are four kinds of replies to compliments ranging from: acceptance, acceptance with amendment, to no acknowledgement, and denial.

The first of which is acceptance. Acceptance replies are usually your best bet. The ritualistic "Thank you" tops the list. Followed by "I'm glad you liked it." Then finally there is the embarrassed, "Aw shucks."

The second type of reply to a compliment, acceptance with amendment. "Yeah, but I still got 80 pounds to lose." And there is also magnified acceptance: "Hey, Biff, you're really a good basketball player." "Good, hell, I'm great!"

The third type of reply to a compliment is the no acknowledgement reply. A reply, yet at the same time it's not a reply. You look a bit confused. Let me give you an example. "My, don't you look nice today, Mary." "-----." "My, don't you look nice today, Mary."

Finally, there's denial. "Hey, I really like your socks." Reply: "No you don't, they're dirty, smelly, and and they have holes in them." "Oh, well darn 'em then."

Compliments, we all love to give and receive them. They just plain make us feel good. And now that we know what they are, how to deliver an effective one, and how to reply to one. The next time we're complimented we can help the complimentor feel like a puppy just went wee-wee on their leg too.

First Judge Critique

Rey Garcia, Southwest Texas State University

In the final round of the ADS at the 1986 AFA-NIET judges had a clear choice of alternative approaches to the delivery of an after dinner speech. In this round we saw what came close to being a comedy routine, we heard "forensic" humor, and we saw varying degrees of organization. Before I make my claims about the unique virtues of the winning speech, let me congratulate all of the final round contestants and their coaches for a job well done. All of the contestants in the final round demonstrated superb speaking skills. All of the contestants had excellent vocal variety, natural and meaningful gestures, and great eye contact. It was necessary to examine other elements of effective public speaking to decide in favor of the Hartley speech.

First, Hartley's use of humor as a persuasive device was much more effective than that of the other speakers. Other contestants seemed to be more concerned with punch-lines, abuse of puns, and gags for their own sake, rather than with use of humor to enhance the persuasive message of their speech. Additionally, this speech could have been given to any audience. If our purpose as forensics educators is to train students to function effectively in any audience situation (I think it is), then we should encourage our students to construct speeches that would be appropriate in those situations, rather than in the microcosm of the forensics community.

Second, the Hartley speech was the best organized and constructed speech in the round. Hartley made use of an attention getting device, a clear statement of purpose, a preview of the parts of the body, effective

transitions and signposting, a review of the parts of speech, and a good conclusion. While these elements of speech construction may seem elementary, they were an important part of my decision because a number of contestants failed to include transitions, previews, or well developed conclusions. With such glaring omissions in other contestants' speeches, while Hartley had done such a good job on his speech, the decision to rank him first in the round was clear.

Communication Analysis Final Round Winner

Jim McCafferty, George Mason University

Legend has it that in Celtic Ireland, whenever the King showed signs of age, impotence, or if the fortunes of his clan were failing, the Druid-priests would lead him to the stone circle of judgment. Here, the King would deliver a final message to his people and then calmly stand by as the chief priest stabbed him to death, augering the clan's future as well as its future leader. In his 1896 book, *The Golden Bough*, English scholar Sir James Frazier noted that this custom of "killing the king" was a common one in many ancient societies. It was felt that by killing the semi-devine king before he had decayed, the strength of his soul could then be transferred intact to that of his successor, thus preserving the strength of the tribal leader as well as his people.

On August 8th, 1974, President Richard Milhouse Nixon, having been rendered politically impotent by repeated allegations (laughter) of flagrant dishonesty during the Watergate scandal, made his thirty-seventh and final address to the nation as President. In that address, Nixon not only declared his role as "ritual sacrifice" by announcing his resignation, but he also took this unique opportunity to eulogize his own Presidency and began America's transcendence from the nadir of Watergate to a future without Richard Nixon.

While a rhetorical analysis based on the precepts of apologia might seem initially appropriate, the exigences of Nixon's political demise clearly pointed to the worthlessness of any attempt at defense or apology. (laughter) Nixon required a rhetorical strategy that addressed his political "death" and attempted to transcend it--that strategy was the eulogy. In order to examine this eulogistic effort by Nixon for his own Presidency, I will first discuss an appropriate method for critically analyzing eulogistic rhetoric; next apply that method to Nixon's speech of resignation; and finally, evaluate the impact of the eulogistic genre both for Nixon's resignation and for rhetoric in general.

The eulogy has been an established rhetorical genre since the time of ancient Greece, when the honored dead were praised with what was called the "epitaphios logos." An appropriate method for critically analyzing eulogistic rhetoric can be found in Kathleen Jamieson's article entitled "Critical Anthology of Public Speeches" published in the 1978 *MODCOM:*

Modules in Speech Communication. Section four of that article delineates four primary rhetorical characteristics of the successful eulogy.[2]

The first characteristic is the affirmation of the reality of death. Here, the rhetor confronts the bereaved's natural denial response by publicly stating the fact of death. According to Jamieson, this characteristic makes denial impossible, forcing the bereaved to accept the death and move onwards. A necessary parallel to this confrontation with denial is the second characteristic--the easing of the survivor's confrontation with their own mortality. The speaker accomplishes this goal by asserting that the deceased will "live on" in some manner. As Jamieson notes, "the assertion of the fundamental immortality of the deceased makes mortality less bitter at the same time it consoles the bereaved." The third characteristic is the transformation of the bereaved's relationship with the deceased from the present to the past tense. The speaker accomplishes this by rehearsing the virtues of the deceased in the past tense; this repetition solidly fixes the deceased in that tense as well. Finally, the eulogy must attempt to reweave the community's patterns of relationships to continue despite the absence of the departed. Generally this is accomplished by calling for the survivors to continue living, with the memory of the deceased as a guide for the future.

In essence, the eulogy is a vehicle by which the rhetor not only praises the dead, but begins a process of transcendence so that the survivors can get on with living. In viewing the eulogy as the initial tool of transcendence, the eulogistic nature of Nixon's resignation address becomes apparent and worthy of examination.

In analyzing Nixon's resignation speech, the first characteristic, the affirmation of the reality of death, is quickly discernable. In paragraph nine of the thirty-two paragraph text, Nixon uttered the simple phrase, "therefore, I shall resign the Presidency effective at noon tomorrow." Coming so soon in the speech with a minimum of preamble, this simple statement quickly dismissed any false notions of a continued fight against the impeachment process. Whether friend or foe, this unequivocal statement made denial by the American public impossible. The reality of a future without Nixon had to be accepted. [laughter]

The next characteristic that he attempted to put was the confrontation with the survivors' confrontation with their own mortality. Having done his original move, Nixon attempted to push forward here. Now, what Nixon attempted was to shift this entire structure by allowing us to see the mortality was not constant by allowing us to view the resiliance of the Presidency itself. His first statements quickly dismissed any remaining hopes for continuance of his Presidency. Immediately after his statement of resignation, Nixon told America, "Vice President Ford will be sworn in as President at that hour...". He thus reassured Americans that the Presidency itself would continue with no lapse of leadership. Nixon then

---

[2]The idea for such an analysis was originally concevied by Kevin W. Dean, Margaret C. Langford, and Mark S. Hickman as a result of discussion in coursework with Kathleen Jamieson of the University of Maryland.

spoke in praise of his own Presidency, pointing to such accomplishments as ending the Vietnam War, improving relations with China and the Soviet Union, and signing the Strategic Arms Limitation Treaty. Nixon told America, "These years have been a momentous time in the history of our nation and the world. They have been a time of achievement in which we can all be proud." Through these words, Nixon eased concerns over Presidential mortality, assured Americans that the Presidential succession would continue as mandated by the Constitution, and asserted that his own foreign policy achievements would be of lasting benefit. In much the same way as the bereaved are consoled and their fears of death assuaged by what Jamieson called the "assertion of the fundamental immortality of the deceased," Americans were assured that the Presidency would continue.

The third characteristic is the transformation of the bereaved's relationship with the deceased from the present to the past. In reviewing the achievements of his own Presidency, Nixon consistently referred to his own efforts in the past tense. "We have ended America's longest war...." We have unlocked the doors...between the United States and the People's Republic of China...". And, "I have done my best." Whether or not this last statement was accepted by his audience, [laughter] the eulogistic subtext is clear--the Nixon Presidency was, from that moment, subject to the judgment of history rather than current events.

Having placed his Presidency in the past, Nixon then attempted to reweave the community's, or in this case the nation's, patterns of relationships to continue despite the absence of the Nixon presidency. He called on all Americans to support the new President in his task, saying, "As he assumes that responsiblity, he will deserve the help and support of all of us." Nixon attempted to achieve a new unity of purpose under the leadership of President Ford when he said:

And to those of you have not felt able to give me your support, let me say that I leave office with no bitterness toward those who have opposed me, for all of us have in the final analysis been concerned with the good of the country...so let us all now join together...in helping our new President succeed to the benefit of all Americans.

Nixon concisely and effectively reweaved the community's patterns of relationships to continue by calling for all Americans to support the new President in his task.

In evaluating the impact of the eulogistic genre for Nixon's resignation, the continual application of the four criteria outlined by Jamieson in her article, continually point to its nature as a eulogy. Much to the chagrin of many Nixon critics, Nixon never apologized for or even admitted that complicity in the Watergate affair was the real prime reason for his resignation. Instead, Nixon affirmed his own political demise and attempted to shift the focus towards a new political future, which was after all his goal. As he stated, "I hope that I will have hastened that process of healing that is so desperately needed in America." Well, that process of transcendence would eventually take years, a full Presidential pardon, and a complete shift in national politics, but its roots were grounded in Nixon's own eulogy for Nixon.

The eulogy is essentially a process of transcendence for the survivors, and as such it need not be restricted merely to speeches for the dead. It's appropriate whenever the exigences of a rhetorical act include the ending of a given situation or individual and the need to redefine that ending into a new beginning. In a similar, though less bloody fashion, Nixon was sacrificed like the Irish Kings of old--when he was no longer considered worthy to wield power. However, Nixon also chose to deliver his own eulogy, and begin a process of national transcendence for the American people into a new political era--an era in which President Richard Nixon would not, and perhaps could not, be included. [Applause]

First Judge Critique

Craig Dudczak, University of Oklahoma

Mr. McCafferty and the other five finalists are to be congratulated for making the finals in what I consider to be the most rigorous of the public address events. Good criticism helps us to answer the question "Why?" a rhetorical event succeeds or fails in its effort. As Siskel and Ebert are to the movies, Communication Analysis enlightens our appreciation and understanding of rhetoric.

While the consensus of the rankings placed Mr. McCafferty first, I ranked him third. What are my reasons for doing so? Since the reader does not have the benefit of comparing this speech with those of the other finalists, let me identify my criteria and evaluations of this speech. Normally, I employ three criteria for Communication Analysis. First, Does the speech demonstrate the elements of any good public address--(1) Does the introduction gain attention, state the thesis, and preview the body of the speech; (2) Does the body organize, develop, and support the thesis; and (3) Does the conclusion review the speech and close appropriately? Second, is the method appropriate to the analysis of the rhetorical event? Does the speaker justify the analytic method he or she employs? Third, does the rhetorical analysis enlighten our understanding of the event to which it is applied?

In applying these criteria to McCafferty's analysis, I generally find the first criterion satisfied while the second and third are problematic. For me, the speech clearly demonstrates the elements of good public address. The opening annecdote is attention-getting, the purpose is clear, and the speaker gives a roadmap of his direction. We should have no doubt that the analysis will treat Nixon's resignation as a political self-eulogy. Similarly, the body of the speech follows the systematic application of Jamison's criteria for a eulogy concluding with an appropriate review and closing.

While I think the speech is well-crafted, the second and third criteria on the appropriateness of method and its application create serious dissonance for me. Is Nixon's resignation really a self-eulogy? The first signal casting doubt about the appropriateness of treating the resignation as a self-eulogy occurred because the preceding speaker--Mr. Fowler, also of George Mason--employed the same tool. Aside from the coincidental sequence creating some distraction, the impression created was that the method was a universal template applied to a

wider array of rhetorical events than would otherwise be justified. At the very least, this occurrence caused me to look more closely at the justification offered by each speaker using Jamison's characteristics of the eulogy. In each case the result of focusing my attention on the justification of method is adverse for the ranking of the speaker.

In Mr. McCafferty's case, the focal question is whether anyone who had heard Nixon's resignation speech in August 1974 would view it as a eulogy, either then or now. As to then, at the time of the speech, a general consensus had emerged calling for his impeachment. With approval ratings diminishing to twenty-two percent by the time of the speech, Nixon's critics were numerous. Yet, McCafferty evidences that Nixon's critics were unsatisfied that he neither *apologized* nor even mentioned the role Watergate played in leading to his resignation. Can this be ignored? I think not. Clearly, the expectations of the audience create an exigence. Treating the resignation as a eulogy at the time it was given fails to accommodate the expectations of the audience. The eulogy would not have been an appropriate genre then because it failed to address a (or, perhaps, *the*) critical exigence existing for the speaker.

This still allows the possibility of a revisionist view of the event--that is, regardless of how the speech was received in 1974, it should be viewed as a eulogy in 1986. A case could be made for this approach by saying that seperated from the emotion of the times surrounding Watergate, it would be revealing to view Nixon's resignation as a eulogy. While this approach may be feasible, it is not the one McCafferty employs. He treats the speech in a timeless tense that suggests the speech was, is, and always should be viewed as a eulogy. Aside from ignoring the exigency of the audience expectations at the time of the speech, he fails to reveal the benefit of retrospectively viewing the speech as self-eulogy. Yes, he does apply Jamison's criteria. But, so what? Arguing that the speech meets criteria is not to reveal its value in doing so. This is a mechanical approach to analysis. It is to communication analysis what paint-by-numbers is to art. You get a picture, but it is not art.

So in my final analysis, my ranking of the analysis reflects favorably on its structural elements which illustrate well the elements of good public address. But, the speech, while technically applying the criteria of the method selected, makes a weak case for its use and reveals little of whether Nixon succeeded for failed in his resignation speech. It seems clear that it failed the majority of its audience in 1974, and we aren't certain of its status today.

Second Judge Critique

J. G. Harrington, New York University

Even before Jim McCafferty got up to speak, I was fairly sure he would get my first place. He spoke last in the round and, having heard his speech during the regular season, I suspected that, barring a disastrous performance, his analysis of Nixon's resignation would be superior to the five speeches I had already heard. It was.

The first reason for that was Jim's approach to Nixon's rhetoric. He did what every rhetorical critic should strive to do by looking at Nixon's speech from a new point of view, and proving more than adequate support for that

perspective. By contrast, one critical flaw in another speech in the round was the failure to provide support for a challenging thesis, and the remaining speeches took more obvious approaches to the communication events they treated (e.g. a pop music method for "Sun City" and a eulogy method for Reagan's eulogy of the Challenger astronauts).

The second, and nearly as important, reason for Jim's success was the construction of the speech. The introduction and conclusion were nicely linked and the tie of ancient Irish practices to Nixon's speech was nothing short of brilliant. Finally, Jim touched all of the other CA bases: justification of choice of method and rhetoric, explanation of method and conclusions about the method and speech. If Jim hadn't extemped a couple of sentences in the middle, it might have been a perfect performance. In any case, my expectations were confirmed, and it was clearly the best speech in the round.

Third Judge Critique

Deanna Sellnow, Wayne State University

Mr. McCafferty's Communication Analysis--a rhetorical analysis of Nixon's final address to the nation from a eulogistic perspective--is very well done. In order to highlight specific areas of strength as well as weakness, this critique will focus one (1) his structure and style, (2) his choice and use of methodology, and (3) his analysis of the speech itself.

In terms of structure and style, Mr. McCafferty does a fine job. The speech flows well from point to point through effective use of internal previews, transitions, and summaries. One area of concern, however, regards his style. Mr. mcCafferty needs to be careful when attempting to personalize his delivery so as not to sound condescending or patronizing. This is a minor point, but it can turn some listeners off to the speech before the analysis is even underway.

With regard to methodology, Mr. McCafferty does not utilize a typical tool for this type of analysis. To his credit, Mr. McCafferty is quick to point out that he is aware of apologia as a potential method for analysis. He goes on to state that this particular address can be more appropriately analyzed as eulogy. It would strengthen his persuasive argument, however, if he were to incorporate a sentence, at this point, as to *why* eulogy is a more appropriate tool for analysis than apologia. Because his choice of method is so controversial, it is important to justify its merit at the outset. Granted, he does so quite aptly later in the speech, but it would strengthen the analysis considerably to do so as soon as possible. The actual explanation of the method and its major characteristics are stated clearly.

Overall, the actual analysis of Nixon's final address is well done. The examples chosen to clarify each characteristic of the method are appropriate and serve to lend strength to Mr. McCafferty's argument. McCafferty is very successful in clarifying the impact of the speech. He, again, justifies his choice of method when he states, "Nixon never apologized to them or even admitted that the complicity of the Watergate affair was the prime reason for his resignation. In short, by this point in the analysis, both the impact of the speech and McCafferty's choice of methodology are well justified.

Finally, in terms of significance, Mr. McCafferty does a good job with what he says, however, one vital component is missing. His analysis would become much more meaningful for the listener if he would draw a definite parallel to *why* this particular analysis has significance for each of us today. *How* can we apply what we've learned from this particular analysis to our lives today?

In summary, Mr. McCafferty has developed an excellent communication analysis. Despite a few minor flaws, this speech is a fine example of communication analysis.

Extemporaneous Speaking Final Round Winner

David Bickford, Brown University

In the summer of 1985 an Atlanta computer programmer became so outraged that his mother was sending large sums of money to Jerry Falwell's *Old Time Gospel Hour* that he decided to program his computer to dial Falwell's 1-800 number every 30 seconds. Now, the resulting phone bills for the Moral Majority were several hundred thousand dollars. Although this action may sound outrageous, it does underscore widespread discontent with the role that TV evangelists are playing in our political reality today. A concern so significant that it leads us naturally to the following question: Is TV religion becoming too political? The answer is clearly "yes." With one significant complication, that is the key word in question is "TV." Religion itself is not badly mixed with politics under certain kinds of specific circumstances. But with TV and all its superficiality and superstition, it has a great potential to be dangerous and deceive. To see more precisely why this is so, we can give close attention to three different aspects of the TV evangelists. First we need to look at how the TV evangelists operating right now are polarizing our society and rendering it politically impotent, incapable of tackling significant issues. Secondly, we need to look at the effect on religion itself. How legitimate main stream religion is set back by the activities of TV. And, finally, we need to look at the legitimate circumstances from which religion has had an effect when properly divorced from the disorienting effect of television. The most interesting aspect of what has happened in TV religion right now is that the principal ally of TV religion, the whole Republican Party, is being split. In the*Washington Post* on March 10 of this year, "In many cases pandering arises, such as Jerry Falwell's influence on Vice President Bush. Such politicians try to win the fundamentalists by giving them just about every concession they would ever want." At the same time, the *Post* stated that in many cases there were independent courses within TV religion, such as Pat Robertson of the Christian Broadcasting Network who is considering now an independent presidential campaign. In effect this division within the Republican Party is something to be feared within all political parties and political bodies in this country. That's what the article on March 31st stated as a sort of political paralysis. In it the effect of many conservative Christian groups and pull-a-parts on members of congress. It stated, for example, that William Gray of Philadelphia, who is actually a minister himself, who is yet given a zero rating by the Christian Broadcaster's Organization, a TV religion radical right organization, in talking with several congressional colleagues, he had found that

they were unwilling to sponsor any legislation or even vote on such issues as abortion, school prayer, or other significant topics. As a result there was nothing he could do about the most important issues confronting them today. The *Christian Science Monitor* on April 8, 1986 stated: "That in the North Carolina senatorial race the candidates are paralyzed because the voters are not focusing on the issues, instead they are bickering over who is the more radical right conservative candidate. This is one example, as in many others where we see paralysis from TV religion and its influence.

However, that is not the only problem that has occurred in the process, because at the same time TV religion is undermining legitimate religion. Arthur Goldberg, former Supreme Court Justice noted in the *Christian Science Monitor* of April 7th of this year that in many cases the high wall separating religion and state was being torn down by TV evangelists. With the net bad effects not only on political freedom, but also on religious freedom. He noted in many cases that the only way that the diverse religions in America satisfy every interest have been through a careful maintenance of separation of church and state, and that the agenda of the TV fundamentalists is directly contrary to that need for separation. TV religion seems to be the tearing down of this high wall, as Goldberg suggested. It also hampers social activities by legitimate religion. The *Christian Science Monitor* suggested on December 7th last year that in many cases Catholic and protestant organizations as well as many synagogues don't want to sponsor the same type of social action and political engagement because they fear being caught up in a great moral debate that will somehow magically take on significance and be blasted over the paths of the airwaves as people are told to vote with their hearts and not with their brains. The issues that are being underlined by the radical right and the TV fundamentalists are allowing religion not to be used for meaningful social action. However, this is really the shameful aspect of the situation because it is here that the*Christian Science Monitor* suggests that mainstream religion can have a real impact. It cited for example the role of the Catholic Church in bringing about the deposition of Ferdinand Marcos and bringing in Corazon Aquino. As other examples, the role of the Catholic church in the Haitian crisis, and possible religious assistance in resolving the issues that divide South Korea. The *Christian Science Monitor* on December 7, 1985 noted that many of the creche controversies that plaqued American cities have been resolved not with eager dispute between fundamentalists and secularists, but instead with legitimate compromise and one-on-one discourse between religion in a mainstream format without the benefit of television. So from this point of view it seems to feature mass movements as well as one-on-one confrontations and conferences, reflecting the diversity of various religions.

Now we've seen the polarization that comes from extremism. We've also seen a legitimate major impact that religion can have if not misrepresented by TV preachers.

The answer to our question is definitely "yes." Religion becomes a force of polarization, not of unity, when it is cheapened. We can see why the Atlanta computer programmer who dialed up the 800 number so many times had something legitimate in mind. He was outraged. He was outraged because he doesn't want to see the high wall between church and state come down.

Impromptu Speaking Final Round Winner

Debra Williams, Gonzaga University

When I was thirteen my parents were really ignorant. I mean, they knew nothing about school. They knew nothing about sex. They didn't even know how to dress. But as I've grown older, I've noticed that my parents have gotten a lot smarter. Maybe I succeeded in educating them through my "vast experience," or maybe my experience taught me that, "everyone is ignorant, only on different subjects." This quote by Will Rogers that everyone is ignorant only on different subjects points to some very significant things. On a practical level, it points to the fact that certain people have expertise in certain areas; and we should first consider practical implications. On a philosophical level, the idea that everyone is ignorant only on different subjects reveals a lot about what it means to be a human being: To be human is to be ignorant. You may have figured that out by now. Finally, we can tie these first two levels together by applying the philosophical idea of what it means to be ignorant to our practical associations. Perhaps in this way we can discover an approach to life that takes advantage of rather than seeks to escape our ignorance.

First, consider how everyone is ignorant only on different subjects when we are dealing with one another. Certainly you are made better through your experience with others--particularly if you go to a school that has a liberal arts education and a specialized education, (though when you come out with a philosophy degree you still don't know a lot about electrical engineering). Some people such as my debate partner, an electrical engineer, think I am hopelessly ignorant because I cannot discuss filters on a 400-level. Of course, I can turn around and tell him that since he can't discuss phenomenology, existentialism, or metaphysics, he is ignorant as well--of course, he "filters" all that out. The point is, we're ignorant on different subjects, but when we can discuss those subjects with one another, I find that I have an awful lot to learn about filters--(though why the hell I want to learn about filters I haven't quite figured out)--and, in return, Harold can learn a lot from me about philosophy. Our interests in different subjects have helped us to enrich one another rather than alienate one another; because we have discovered that we are diverse people with diverse interests and we can learn by communicating together on the subjects about which we are ignorant.

On a more philosophical level, being ignorant in specific areas is what it means to be a human being. No one can know everything. Certainly we've all experienced the frustration of having to limit our learning in order to cope with overloads of information. Even with a liberal arts education when we are doused with myriad subjects, we only come up with a huge confusion of loosely-connected knowledge. For sanity's sake, we must choose areas of specialty and focus on them, so we will know some things better than others. That is what it means to be a human being. The thesis that a human being is essentially an ignorant creature forms the basis of existential philosophy. The question for existentialism is not what we become, but how we become. This view was posited by Jean-Paul Sartre when he said that a human being is the proc-

ess of becoming and the existence of a human being or that process is more important that the external facilities that make up the human being. I am not just this cellular mass you see in front of you; I am the things I do. To explain this notion Sartre upsets a lot of people when he says that there are essentially two kinds of beings--people and chairs. Now, automatically, you ask what is the difference between a person and a chair. In fact, since I don't know most of you and I see you sitting in basically the same posture as this inanimate object, I could conclude that you're actually not human beings, you're all chairs; because at this moment, I, for my own person, am the only one making judgments and decisions and I am projecting those onto you. I am exercising your ignorance in defining who I am. Sartre's point, then, ties in with Will Roger's quote that everyone is ignorant only on different subjects. It tells us what is different about individual human beings. When we make choices, we define who we are through such choices; and the things we are ignorant about are the things that we have the possibility to become. Sartre has a specific term for what that possibility to become is: he calls it the Fundamental Project. The fundamental project is essentially capsulized in the statement "you are what you are not and you are not what you are." Sartre is a brilliant philosopher, isn't he? What he is getting at is that you are not just what makes you up, but you are the certain things you are trying to achieve. You are the ignorance that you have right now and the process of accumulating knowledge to erase that ignorance. So, as you complete your tasks of learning more things, you are becoming and developing as a unique individual. In light of Will Roger's statement that everyone is ignorant only on different subjects, this means that everyone's fundamental project is different. We all have specific goals that we are striving to achieve and we are all ignorant about different things: And that's what provides our uniqueness. This leads us into the third area--how our interrealtion with one another and the fact that we are ignorant as human beings are tied together.

Certainly, if we all have different fundamental projects and we are all pursuing different goals, we can see that each of us is unique; and we can combine our unique ignorance and our expertise to enrich one another. Through our interaction we can meet the fundamental projects of other human beings who are becoming different things; and we can broaden our horizons. It would seem kind of fruitless for a human being to know everything--to end his or her life of expanding horizons. What then would be the difference between a human being who becomes and a chair that already is? If we have no ignorance that we seek to overcome, there is really not much we can do; and, even more depressing, there is really not need for us to do anything. Because if I know everything and I have the same sort of knowledge that you have, I may as well converse with myself. Alone and complete, we end up sitting in a corner aimlessly gnawing on our feet. It doesn't seem like a very fruitful existence.

So, the idea of Will Rogers that everyone is ignorant only on different subjects reveals not only practical guidance for human interaction, but also the very essence of what it means to be a human "becoming;" and in that sense, as my parents grow smarter, I get smarter too.

First Judge Critique

Trevor Giles, University of New Mexico

Judging the final round of Impromptu Speaking at the 1986 AFA-NIET proved to be both enlightening and difficult. Given the quality of the speakers, and their speeches, assigning a rank order to the round was a challenging task, but what set Debra Williams apart from her competitors, and what earned her my first place ranking, was her depth of analysis and her energetic style of delivery.

Ms. Williams tackled the rather straightforward quotation by Will Rogers, "Everyone is ignorant, but only on different subjects," with a very unique approach. She effectively extended the quotation beyond its most apparent meanings, and communicated an important message concerning the meaning of humanity and one's individual responsibilities as a human being. Her competitors approached this topic, and the other quotation given, by citing examples that illustrated what they believed the topics meant, and while this can be an appropriate method of analyzing an impromptu topic, it becomes rather formulary and insignificant in comparison to a speech which takes the quotation, and uses examples, not as an end, but as the beginning of a greater point. By discussing the philosophical implications of this quotation, and by leaving the audience with a lesson derived from the topic, Williams elevated her analysis above the mundane and gave her speech the content needed for a national championship.

Her cogent communication of the topic's meaning, however, would have been lost had her delivery of the speech been flat, or overly professorial in nature. As it was, Williams utilized a style that was confident, energetic, and smooth. She avoided a style that was confident, energetic, and smooth. She avoided condescending to her audience, and injected tasteful and enjoyable bits of humor to highlight her points. In all, the energy she communicated through her style enhanced her presentation greatly, and left her audience with the favorable impression that gave her the winning edge.

While it was difficult for me to decide among these talented speakers, especially since I found three of the speakers to be nearly equal in ability, (Williams, Bucky Fay of the University of Wisconsin-Eau Claire, and Shawnthea Monroe of the University of Minnesota) Williams emerged as the winner because of her ability to give meaning to the topic she chose, beyond the obvious, and to do so in a very effective and entertaining manner.

Second Judge Critique

Peter Schifferle, United States Military Academy

The essential elements of a successful impromptu are analysis of the topic, organization of the speech to support this analysis, and an excellent delivery replete with information in support of the speaker's analysis. Debra Williams' speech was superb in the delivery and organization, but did not sufficiently analyze the topic. Her use of Sartre's ideas on what makes a human being was appropriate, but her analysis seemed to ignore the second half of the quote. Miss Williams seemed to ignore the portion of the sentence where Will Rogers

said that men are indeed ignorant, "only on different subjects." If she had included an analysis of this phrase in her speech, and supported her analysis with information from the works of Sartre, and others, her speech would have been as close to perfect as an impromptu can be.

One of the finer points of this speech was the use of humor to both keep the speech enjoyable and to establish her analysis. Ms. Williams did this very well throughout her speech, and she was particularly adept in her use of audience participation humor.

Debra Williams' speech is an excellent example of a well organized, well supported, and humorous impromptu that could have benefited from an analysis of the complete quote. Reliance on an analysis of only part of a quote can work, but it is risky.

Informative Speaking Final Round Winner

Mark Nelson, University of Alabama, Birmingham [3]

Let's start with a simple quiz. Now, don't call out the answers; just think of them in your mind. Ready? (1) What color was your first bike? (2) How many rooms were there in the house in which you grew up? (3) How many letters in the word anthropology?, and finally, describe how Lee Harvey Oswald was shot.

Now, whether or not you could answer these questions is irrelevant, but the way in which you tried to achieve the answers is very relevant. The questions I asked you were the same ones asked to volunteers in a study at Yale University, conducted by Bonnie Meskin and Jerome Singer. In the study they noticed that depending on the type of information demanded, that is, whether the request was for verbal concepts, visual memories, or auditory memories, the eyes naturally and subtlely softened in particular directions, as though this eye movement aided in the accessibility of the data. According to old folk psychology, the eye is the gateway to the mind and now it seems modern science is confirming this age old belief. Through studies, like the one conducted at Yale, scientists are learning more and more about the connection between eye shifts and information; a field known as neuro linguistics. It is a fascinating field, one worth more than just a passing glance. So for the next few minutes, let's focus on neuro linguistics. Let's first take a look at some basic information about the brain and eye, second we will consider the research that has been done concerning eye shifts, and finally we will take a look at the individual eye shifts and how they work. At that point I'm sure you will agree that the eyes have it.

Eighty years ago, the novelist, Joseph Conrad wrote, "the mind of man is capable of doing anything, because everything is in it; all the past as well as all the future", and he may not have been wrong. Neurophysiologist, Charles

---

[3]The tape recording made of the Informative Speaking final round was unintelligible. Mark Nelson was kind enough to provide his written manuscript which here substitutes for a transcript of the speech actually given.

Herrick estimates that there are at least 102,789,000 possible connections in the brain for receiving, storing and correlating data. That's the number 1 followed by 3 million zeros, at a rate of one digit per second, just writing that number down would take an entire month. The brain therefore is much more complex than any computer ever developed. So its not surprising that the brain needs help in dealing with all of this information. And that's where the eye comes in--in early human embryonic development, the brain and eye are actually one. Eventually, the eye grows away from the brain but remains linked to it by the optic nerve. However, the real focus of interest by researchers is a small bundle of densely packed nerve cells roughly the size of a little finger. Known as the neticular formation and located in the central core of the brain stem, this area of tightly packed nerve cells runs from the top of the spinal cord into the center of the brain. The neticular formation contains nearly seventy percent of the brain's estimated 200 billion nerve cells. It is this part of the brain that governs consciousness and acts as a sensory filter, that is, it filters out everything but the relevant information at any particular moment.

According to Steven DeVoe, an educational psychologist and author of *The Neuropsychology of Success*, the nerves that control eye movement, known as the ocular motor nerves, originate and derive in the neticular formation area. Therefore, with the proper eye movement we can open up specific channels to access information stored within the brain. So as well as being the organ for vision, the eye has non visual function as well.

Now, everyone is familiar with the story about the student who, when asked a question by his teacher, looks upward. Whereupon the teacher advises him, you are not going to find the answer on the ceiling. Well, undoubtedly he won't, but we are now aware that his instinctive eye movementss were allowing him to access the particular information he needed from the memory stored within his brain. And I always thought I was just stalling because I didn't know the answer.

Well, in addition to the study conducted at Yale, a similar study conducted at the Langly Porter Neurophyciatric Institute at the University of California asked volunteers similar types of questions. And once again, depending on the type of information demanded, specific patterns of predictable eyeshifts were noted. Numerous other studies by University researchers such as Dr. Karl Prilman, surgeon and neuroscientist at Stanford University have confirmed the relationship between eye movement and sensory memory recall.

OK, we've assimilated some complicated new information--with the help of our eyes of course. So let's recall Ithat we have learned about the eye/brain connection and research which indicates the association between eye shifts and sensory memory recall. Next let's take a look at the actual process of eyeshifts.

The book *Neurolinguistic Programming* by Richard Bandler outlines nine specific eyeshift movements and the senses with which they are associated. The first pattern of eye shifts is the eye movement that activates visual memory. When you draw from visual memory--say the face of an old friend--your eyes will naturally move to an upper left position. The harder the memory is to recall, the higher to the left your eyes will go. By the way, it is important to note that if you're left handed or ambidextrous your eyeshifts may differ. The second eyeshift is for the construction of visual images. When you imagine

something, like how you would spend a million dollars. The third pattern of eye movement is the eyeshift that activates auditory memory. This is your storehouse of remembered sounds. Here your eyes are in a lateral left position and for the construction of sounds the fourth eye shift movement is lateral right. The eye movement, used a good deal by writers and composers, comes into play when you are blending or creating words or sounds. The fifth eye shift position is for the recall of emotional sensation and feelings. When you draw emotions and feelings from the past, your eyes may first move to a lower left position to signal the brain for a memory search. Then you may activate a visual memory, upper left, to see the person or event involved. Followed by a move to the lower left, to focus into the motion for the recall of body sensations and motion, the sixth eyeshift position is lower right and to recall the sense of taste from memory you would activate the eighth eye shift position which is an approximate ten degrees lower central position. And the ninth and last eye shift position is known as the sensory synthesis position. Now, the position, which is the central focus position is where your eyes are when any memory is in sharp focus, or when you can recall it without any conscious effort.

While all of these eyeshifts are distinct movements in the direction indicated, they are fleeting, almost imperceptible movements, and in most people they can be seen only by close observation. But do the eyeshifts really work? Well, the best way to demonstrate the principle behind memory activation through movements in the eye, is to show you how difficult it is to recall sensory information with your eyes in conflicting patterns. For example, if you will close your eyes please. Now, move your eyes to the lower left position--this opens up the chanel for the memory of emotion. Now try to solve the following math problem while your eyes are in this position, what is the solution to 198 divided by 6? Do you feel any internal resistance? Do your eyes want to move upward? Now, with your eyes still closed move them to an upper right position if you're right handed or to the upper left if you're a pure left hander. Is it easier to concentrate on finding the solution to 198 divided by 6, while your eyes are in this position. OK, you can open your eyes now. Well, this example should clearly demonstrate the relationship between eye movement and clear access to information stored within the brain. Oh, by the way, the answer to the problem is 33.

In today's hurried world, it is imperative that we learn to recall precise information rapidly. By learning about neurolinguistic movements, we can make this task a little easier and more efficent. Remember, the human brain is the model for computers--not the other way around. And who knows, perhaps we really can study for that calculus test or memorize a poem, in the blink of an eye.

First Judge Critique

John Burtas, Concordia College

Because of certain delivery, style and organizational concerns, Mr. Nelson's speech was not my choice for national champion. First, I value the interaction and spontaneity possible from a well rehearsed extemporaneous mode

of delivery. Mr. Nelson's delivery was quite good but, at times, more approximated a polished narrator than public speaker. He seemed a tad "canned" which is an unfortunate "nature of the beast" characteristic of most competitive speaking. Still, interaction with the audience, the appearance of spontaneity and naturalness are to be valued when they appear in greater of lesser amounts among the competitors.

Second, style. The speech is well written. Indeed, it reads more like an essay than a speech. For example, paragraph two, though very readable, goes by too quickly to be assimilated when spoken. This is not a concern with verbal pace. Rather, it is a fundamental concern with keeping distinct the differences between oral and written style; differences made appropriate by our limited information processing capabilities. Another example is found in paragraph eight where nine possible eye shifts are specified and explained in one 90 second period. The explanation, accompanied by nine visual aides, is technical, difficult to grasp for lack of elaboration and imagery and, once again, makes the speaker sound more a narrator than is appropriate. A test of this concern is to ask that the speech be read with the caveat that any desire to reread or to sit and process the ideas before moving on is support for the thesis that the speech is better read than presented. A member of the audience should not be impressed with the communicative quality of something he or she cannot understand.

Finally, organizational problems. Initially signposted as a three part speech, only one real transition and the indistinguishability of points two and three, leave the listener with even less upon which to hang his or her understanding. There is no summary provided. Space does not allow a listing of the obvious virtues of the speech.

Second Judge Critique

Joyce Carey, University of Wisconsin, Eau Claire

Let me begin by congratulating all contestants for advancing to the final round of Informative Speaking at the 1986 AFA-NIET. A wide range of new and interesting topics were covered including: Halley's Comet, epinephrine, high tech ceramics, neurolinguistics, artificial skin and age progression. The overall quality of the round was apparent when four of the six competitors received a first place ranking from judges. My rankings were consistent with the final placings except for a reversal of first and second place. Mark Nelson (neurolinguistics) won the tournament while Brian Welch (age progression) placed second. I will justify my ranking by evaluating the strengths of these two speeches over others in the round and then comparing them to each other.

In my opinion, Brian and Mark had the most conversational speaking styles in the round. They were poised without being stylized or unnatural in their delivery. The structure of each speech was excellent although I think this was true of all speeches in the round. I felt the use of supporting material was much more creative in these two speeches than it was in other speeches. Mark included the audience in a "close your eyes and try this" illustration of eye

shifts. Brian utilized very professional and fascinating visual aids to explain how a computer can "age" a photograph.

Ultimately, Mark won the tournament even though I had placed him second. I felt Brian had given a perfect speech and deserved a perfect score (1/25). I ranked him higher than Mark because I felt his treatment of the topic presented more implications for us. Relating the ways computers and artists sketch age progression to the missing children program gave credence and context to his information. An application or ramification step was missing from Mark's speech. I also felt Mark's speech represented an extremely narrow perspective of the topic.

Overall, it was a thoroughly enjoyable round! I am sure we will see many of these speeches printed in public speaking textbooks as model informative speeches.

Persuasive Speaking Final Round Winner

Kim K. (Hoku) Fageroos, San Diego State University

Pontius Pilate. You remember him. He was the guy who knew Jesus was innocent, but instead of getting involved in the situation, ol' Pontius just washed his hands and turned his back on the whole deal. You see, Pilate thought that clean hands would mean a clean conscience and a good night's sleep. But, like another famous literary hypocrite--Lady MacBeth--Pontius found that his hands would never be clean. And his sleep would never be restful.

Today there is a new crisis situation and a modern-day Pontius Pilate. The crisis is in South Africa, and we the people of the United States of America are the Pilates. Not a very comforting thought, is it? You see, many people firmly believe that divestiture and economic sanctions against South Africa will end apartheid, that country's practice of racial segregation. And yet South Africa has remained firm on the policy of apartheid. It is a completely self-sufficient nation that has no intentions of changing a policy which has been in existence and which has worked quite beneficially for some, since 1948.

What I present to you today is a solution which is diametrically opposed to what has been touted by the news media and by protesting college students all over the country. Divestiture and economic sanctions against South Africa will not destroy that nation's economy and it will not end apartheid. Apartheid will end only when increased financial strength is gained there by other countries, and when economic pressure from within South Africa can be applied to that government to make change happen.

To have you better understand why the present solutions to the problems in South Africa are merely Pontius Pilate reactions, I will first explain why divestiture and economic sanctions will not significantly affect the South African economy. I will then go into other methods which have failed to promote large-scale change. And finally, I will look into the feasibility of implementing alternative proposals, like investiture and increased corporate strength in South Africa.

South Africa is the richest and most highly developed nation in the continent of Africa. It provides two-fifths of Africa's manufactured goods, one-half

of its minerals, and one-fifth of its farm products. It generates half of the continent's electricity and owns half of the continent's cars and phones. South Africa is a modern, industrial society.

South Africa also produces more gold and gems than any other country in the world. And local farmers produce most of the food for the people, with local factories and mines filling any of the other wants or needs of the people quite well.

As one of the strongest and fastest growing countries in the world, South Africa can be entirely self-sufficient.

Now, it is true that the United States is South Africa's largest trading partner and second largest foreign investor, with more than fourteen billion dollars invested there. But total US. investments in South Africa only represent one percent of that nation's economy. A percentage that financial experts from both South Africa and the United States agree would make little discernable difference in the economy, should that percentage be removed.

And yet many people nonetheless believe that by taking our money out of South Africa, we will bring that country to its knees. Let me pose a question to you: When an individual or an organization wants to gain a controlling interest in a corporation, what do they do? They invest their money in that corporation and purchase as much stock as possible. Now let me ask you this: How are we going to initiate change in the economically independent nation of South Africa, by pulling our money out?

Common Cause magazine, in their May/June 1985 issue stated that critics, including the Reagan administration, say that sanctions would gain little but moral superiority for the United States. And they might even backfire--resulting in a significant loss of jobs for South African blacks. According to *Time* magazine, at present, approximately eighty percent of the workers in American firms in South Africa are black.

South African president Pieter Botha has given quite a radical response to the idea of sanctions against his country. The *Los Angeles Times* reported recently that Botha has threatened to deny weaker, surrounding countries access to his country's transport and communications systems, to cut off trade with them and to expel the 1.5 million immigrant black workers. Now Botha's threats may sound unfair, extreme or unlikely to us, but most observers in the southern African region think these threats are entirely possible. Especially since Botha has enforced similar actions in the past, as a simple *reminder* to the surrounding countires of their vulnerability.

If Botha were to make good his threats, it would mean the virtual economic collapse of countries like Lesotho, Mozambique, Zambia, Swaziland, and Zimbabwe. Ninety-nine percent of Lesotho's imports come from South Africa, ninety-one percent of Swaziland's and eighty-eight percent of Botswana's.

Anthony Read, a member of the Zimbabwe parliament and the Director of the Confederation of Zimbabwe Industries states, "I really don't think any of the countries of the world understand what the effects would be, how crippling it would be to us in this region. It could be a disaster."

If we really want to help fight racism, oppression, and apartheid in southern Africa, then we cannot make a decision which will only succeed in allowing leaders like Botha to flex their political and economic muscles.

Progressions toward change have been made, but their methods have shown little improvement. In 1977, Reverend Leon Sullivan of Philadelphia initiated a code called "Sullivan's Principles," which, in his words, "Was intended to bring the actions and influence of American firms in South Africa to bear against the racist practices, customs, and apartheid laws of that country." Sullivan's Principles require fair, equal, and desegregated employment practices. But, they are *voluntary*. And, at present, too many American firms profit from apartheid.

Helen Suzman, a member of the South African parliament and the Progressive Federal Party, an anti-apartheid organization, calls economic sanctions a "clean hands doctrine"--one that relieves the conscience, but also dilutes any influence over future events. Suzman says, "The truth is that the capacity of the United States to influence change in South Africa is limited. Economic pressure from within South Africa will give blacks the muscle with which to make demands for shifts in power and privilege."

We also cannot wait around and hope that another country will take the initiative to end the racist turmoil in South Africa. We cannot call for an ineffectual policy of protest like economic sanctions, and then claim that such actions will work, if enough other countries also apply them. This is too big of an *if*. As South African ambassador Bernardus Fourie stated, "Why did American firms go to South Africa in the first place? It is profit. And that is the incentive the world over. Now if the American firms were to leave. There would be many who would like to take over."

France, West Germany, Great Britain, Italy--all with troubled economies. All more than willing to step into what the United States has abandoned.

Our recent situation with Libya is a strong parallel. These very countries, our long standing allies, refused to comply with US requests for economic sanctions against this terrorist nation. World experts agree that if we go out on a limb by imposing economic sanctions, we *go out alone*.

What we can do is to help strengthen the forces within South Africa that are pushing for change. We can support peaceful organizations that are trying to improve the black lifestyle. Our government can implement stronger, more beneficial codes--like Sullivan's Principles--and we can make them mandatory, imposing strict punishment on those firms in South Africa which now profit from the system of apartheid.

We can also urge our senators and representatives to initiate bills into Congress which will implement chnage. For example, Senator Nancy Kassebaum from Kansas has created a special human rights fund which allows small grants of up to ten thousand dollars to those organizations within South Africa promoting a just society and aiding victims of apartheid.

These solutions are not easy. They would not only require a radical shift in the majority of American people's thinking and values, but they would also take time and money.

Then again, we can implement a "clean hands doctrine." We can shout about the injustices of apartheid, apply a simple, short-sighted band-aid solution like economic sanctions, and then wash our hands and turn our backs on the oppressed in South Africa. Let's not be Pontius Pilates. Oh, we may think that such a noble gesture will help us sleep at night, but will it? And will it be of any use to blacks in South Africa, whose nights are filled with

questions of freedom, justice, and equality. Questions many Americans don't understand, because we've never lost sleep over them. (Applause)

First Judge Critique

Bill Henderson, University of Northern Iowa

Hearing a round of this calibre is always both a pleasure and a pain; wonderful listening, difficult judging. I voted first to the speaker who discussed athletics, but I find no dissatisfaction with the final result. I gave both speakers twenty-five quality points, and wrote on the eventual winners' ballot that after she spoke, I felt I had heard the national champion. Here, I'll focus upon the key distinctions which dictated my ranks.

Both speeches addressed issues vital to college students. Shanty villages and a Georgia law suit attest to the freshness of the subject matter. Each speech called for actions by college students as well as business or government. The speeches thus attended both audiences, the contest audience (well concerned about college activities) and the national audience (more interested in the universe of concerns in day to day life). And each defended unpopular positions with their peers. But this judge preferred hearing a college orator focus upon college athletics. Both orators chose wisely, but what could be more appropriate, I thought, than to talk about ills of our campus?

Better support in Smith's speech influenced my decision. Evidence from various athletic conferences, statistics about the non-graduating athletes, personal examples, and even the well-known Georgia/Kemp case provided the audience with relevant data. Contrasted with the relatively spare use of data in the speech about South Africa, this made my choice easier.

Probably as important in my decision was the potential for effect available for the two speeches. Twenty, thirty, or more years downline, some impact for internal economic effect might occur in South Africa. But given the current level, provided by the speaker as being about one percent, the prospects don't look too great. And the athletes? Given the recent actions to modify regulations, the prospects do appear greater.

Both of these speakers are to be commended. Both deserved high placement in national competition. I feel honored to be asked to comment about their performances, and extend my apologies for limiting my remarks to choice-making, rather than high praise both deserve. If all our students could attain this level of competence in oral advocacy, we could expect better judgments about matters such as athlete abuse and divestiture.

Second Judge Critique

Mary Ives, University of California, Berkeley

I would like to congratulate the six finalists in Persuasive at the 1986 NIET--all of whose speeches were outstanding examples of the event. It was a difficult round to judge in that the speeches with obvious flaws had already been eliminated. My decision was based primarily on the actual persuasive ability of the speech itself as well as the style and delivery of the speaker. On

the strength of these two factors, I placed the winning speech by Hoku Fageroos first in both ranking and rating on my ballot.

Some listeners are persuaded more by facts and figures while others are more influenced by emotional appeal. In order to influence the most people in a random audience, a persuasive speech must seek to persuade on both the intellectual and emotional levels; an over-reliance on either creates an unbalanced speech and runs the risk of estranging a significant portion of its audience. Out of the six speeches in this round, I felt that Hoku's most successfully meshed the two types of persuasion. She presents facts, statistics and quotations to support her arguments that divestment would be at best self-defeating at worst counter productive and that investment would increase leverage and therefore the ability to pressure South Africa into abandoning its apartheid policies. The speech succeeds on an emotional level as well. The analogy of Pontius Pilate is an uncomfortable one. The analogy is used to make the audience feel guilty and doubtful of the wisdom of taking the easy but possibly harmful way out of an unpleasant situation. Thus, Hoku uses both facts and emotions to persuade her audience.

Although all the speakers in the round had excellent deliveries, nervousness came across as uneven or rapid delivery in an least three of the speeches. Hoku's delivery, however, was absolutely calm and consistently fluent. She was formal without being stiff and conversational without being too casual. But what separated her in my mind from the other finalists and college speakers in general was her ability to make me forget that this was indeed a prepared speech; I felt as though she were really talking *to* her audience and not just mouthing a memorized script. Once again, although all the speeches in this final round were excellent, I think that Hoku Fageroos' presentation was truly the most outstanding.

Third Judge Critique

Chris Reynolds, University of Wisconsin, Eau Claire

Hoku Fageroos' speech against U.S. divestiture in and economic sanctions on South Africa represents an interesting challenge in competitive Persuasive Speaking: adapting what is essentially an advocacy speech to the parameters of Persuasive Speaking at the AFA-NIET. I think she was fairly effective in defending her ideas without compromising this complex issue.

The speech opened with an analogy that gained our attention, introduced the subject matter and forecasted the interesting and insightful approach Ms. Fageroos would take in this speech. I was especially impressed with two particulars. First, Fageroos presented a clearly *persuasive* thesis statement and division of thesis. Her preview served as a contextualizer, forecasting the speech body as a justification for the thesis. Second, Fageroos developed her arguments with a nicely balanced mix of supporting material. She did an excellent job of analyzing arguments opposed to her position and then illustrating the weaknesses of those arguments. A more frequent use of *source citation* for quotations and statistics would further bolster the strength of the speech as a whole. The documentation was scattered and incomplete throught the speech.

My dissatisfaction with this speech grows from its underdeveloped third point, "the feasibility of implementing alternative proposals." It listens as an appeal to problem-solution judges, tacked-on solution step. This one minute of material was not a necessary complimentary part of what was an interesting advocacy speech. The "alternative proposals" and "their feasibility" are not clearly detailed or explained. Thus, the solidity of the speech wanes during its last two minutes.

I evaluated this speech as one of the two best in the round despite its weaknesses. I applaud Fageroos' topic choice, specific persuasive purpose and the primarily argumentative organization of the speech.

Fourth Judge Critique

Bill Wallace, Concordia College

It should be no surprise that the final round of persuasive speaking was outstanding. All six speakers had prepared carefully, made strong cases, and presented their positions with great skill. Therefore it should also be no surprise that differentiating between speakers was quite difficult. Ms. Fageroos' description of divestiture as a major policy error does, however, manage to distinguish itself from the others in that she successfully advocates an unpopular position without alienating her audience and in the way she employs her supporting material.

To argue that the US should influence the policies of South Africa by applying economic pressure from within rather than by applying sanctions from without is, as she concedes, "diametrically opposed to what has been touted by the news media and protesting college students all over the country." Her position is, in fact, so severe that she risks alienating her audience. Yet, from the very beginning she is able to make the listener aware of the weaknesses in the concepts of divestiture in a fairly painless fashion. She uses several strategies to achieve this end: the Pontius Pilate analogy, the argument that South Africa is essentially self-sufficient, that US investments account for only one percent of South Africa's economy, and the traditional notion that if the U.S. pulls out other countries will move in. Collectively these arguments are very convincing.

The speech also gains distinction for her use of supporting material. While it is true that every speech in the round was well supported, this one stands out. Nearly every sentence is related in some way to evidence in support of her position. She seems to be constantly introducing it, citing it, and drawing conclusions from it. The effect, of course, is that her position is bolstered to the point that the listener questions *not* whether to believe her, but rather how it had ever been possible to favor divestiture.

Could we ask any persuasive speaker to do more?

1986 NATIONAL CHAMPIONSHIP TOURNAMENT IN INDIVIDUAL SPEAKING EVENTS: WINNING SPEECHES IN ORIGINAL EVENTS

Edited by John K. Boaz[1]

The Sixteenth National Championship Tournament in Individual Speaking Events, sponsored by the National Forensic Association, was held at Bloomsburg University in Bloomsburg, Pennsylvania, on April 24-April 28, 1986. The tournament director was Professor Michael Leibcff of Mansfield University, and the Tournament host was Professor Harry Strine of Bloomsburg University. The tournament was attended by 123 colleges and universities with over 1800 entries in nine individual events--Prose Interpretation, Poetry interpretation, After Dinner Speaking, Persuasion, Expository, Dramatic Duo, Extemporaneous Speaking, Impromptu Speaking, and Rhetorical Criticism. There were four preliminary rounds, quarterfinals, semifinals, and finals in all nine NFA events. The *winners* in each event were: Prose Interpretation--Greg Dolph, Bradley University; Poetry Interpretation--Kathy Kasdorf, Illinois State University; After-Dinner Speaking--Kim Roe, Eastern Michigan University; Persuasion--Kay Hrien-Saitong, Bradley University; Expository Speaking--Brian Welch, Bradley University; Extemporaneous Speaking--David Bickford, Brown University; Impromptu Speaking--Mitch Fay, University of Wisconsin at Eau Claire; and Rhetorical Criticism--Jim McCafferty, George Mason University.

The top speaker in Pentathlon was Greg Dolph from Bradley University. Eastern Michigan University won the Open Sweepstakes, and the Presidentail Sweepstakes were won by St. Olaf College and the University of Minnesota.

After-Dinner Speaking Final Round Winner

Kim Roe, Eastern Michigan University

Ahhh, there I was. Here I am, sitting at my favorite restaurant, facing a taco with extra sour creme, burrito supreme, nachos with hot peppers and a Diet Coke. Oh, you bet. Trembling with anticipation I begin contemplating the feast before me when my best freind says: "You gonna eat all that?" There are three possible responses: (A) No, I just like the way it looks; (B) No, I'm really not all that hungry, here why don't you have it all; or (C)

---

[1]The speeches were edited from tape recordings. Except for the correction of obviously unintended errors, these are as close to verbatim transcripts as was possible to obtain from the recordings.

Critiques were requested of each of the judges in these final rounds. However, not all judges complied. Critiques received follow each speech transcript.

Yeah, I feel like being a pig. I mean, it was my decision to come here, it's my money, it's my food, and dammit I'm going to eat every bite if it's the last thing I do. If you're like me, you never have. Why, because I have this overwhelming compassion for mankind. I was overcome by guilt manipulation. Now in the 1980's we're not only coffee achievers, but more than ever guilt manipulators and guilt manipulatees. More than ever, we have come to seek out guilt and to use it and abuse it. So how does guilt manipulation occur? Well, let's go on a guilt trip and define guilt manipulation, look at certain strategies we use, and recognize its effect. OK. You guys ready to take off? Ready? You ready? Ohhhhh. Wait a minute, before we take off, let's keep in mind what kind of flight we're going on. Today's flight will specifically deal with manipulation through the use of guilt. Now that we know what flight we're going on, let's see where we're going. We could wind up in Pennsylvania. Worse off, Bloomsburg. Guilt is defined by Noah Webster as the state of one who has the emotion and the feeling that--you look like a toad, and manipulation according to the *Wall Street Journal* is to control or to manipulate someone by their feelings--you feel like a toad, so by combining the two terms, we can see that guilt manipulation according to the 1985 *Wall Street Journal* January issue was the control or manipulation of a person's feelings--you are a toad! Guilt manipulation is simply making someone else feel incredibly guilty in order to get something from them. Whether it be money, an undeserving compliment, or something else. It's OK. Go ahead, that's all right, this is my favorite event. Don't laugh at me, please. Just make me feel real silly and stare at me, I love it. Did you see that? Me trying to use pity to manipulate you guys into laughing at me. The nerve of me. As soon as I define guilt manipulation, I start to use it on all of you. Before you get too manipulated, let's see what's on board for the different strategies we use to manipulate group guilt. Now, aside from pity, there are approximately 5,444 different strategies. So for my speech, I have narrowed them down to 2,224. Just kidding. How about four? So to analyze the first two strategies, I would like to use my own personal two-step Brady-bunch methodology. Incredible, you ask. Seven years on a major network, could you do that? Think about it. The "I don't even believe you" strategy is often used when someone does something out of character. Now according to the logos, pathos, and ethos of Carol and Mike Brady, guilt should be applied at once. For example, Jan wore a black wig to a party. She wore a black wig covering her long blonde hair. Now everyone at the party made her feel so guilty. Statements such as: "Hey, Brady, thought your hair was gold like your mothers." [cheers]. Jan was simply trying to show some individuality. Sure the wig looked real goofy, and she looked well (ha, ha, ha). But that is no excuse for what happened at Lucy Winter's birthday party. Even, "But Jan we all love your hair," did not erase the emotional stain. A more damaging strategy is mind game manipulation. Once again Carol and Mike were the masters of this one. Peter broke Carol's favorite vase two days before his big campout with the Ditmires. Now instead of asking Peter for a confession, Carol and Mike used cruel guilt tactics such as: "Why Peter, you're the only child out of six who didn't confess, of course you're not guilty." After terrorizing nightmares of the repeated vision of the basketball smashing the vase and mom always said: "Don't play ball in the house," Peter confessed his guilt. Oh, jeez, I tell ya. Those Bradys--

what a rhetorical bunch, huh? The guilt manipulation strategy goes far beyond the tri-level surburban home of the Bradys. Martyr manipulation is best used by our parents. They often rely on: "I've sacrificed so much for you" to produce guilt. Well, sometimes mothers go so far as to refer to the actual childbirth. "Now listen here, Prissy, I spent two weeks on that delivery table trying to bring you into this world." "Gee, mom, if I'd known you were waiting, I'd of held out a little longer." But it was worth it. The strategy that reaches most of us is mass media manipulation. According to Marshall McLuhan the media is not only the message, but can serve as a catalyst in changing our attention, attitudes, and just really messing up things. A prime example of mass media manipulation can be seen through Ed McMahon's: "Hey, isn't that a Publisher Clearing House Sweepstakes envelope your burning?" Yes, Ed, along with your picture. Still others are manipulative: "Oh, those contests are rigged; those people on those commercials are lying losers." "Yeah, that's what I used to think. Go on, send it in, what's stopping you, sucker." The only thing I feel guilty about is that Ed McMahon has three shows, his picture on an envelope, and looks like OPUs. Now, where does this madness end?

Although we are not our mothers, (good point), thank goodness for Ed McMahon; we've all used some type of guilt manipulation strategy. How do you feel about that, guilty? Feeling guilty? You a toad yet? Well, if you're not, you probably don't fully understand the effects of guilt manipulation. But guess what I'm going to do. Yes, it's mid-flight and time to talk about the effects of guilt manipulation. Excuse me, sir, I will get your gin and tonic in just a moment. I have one point to go, OK? Sometimes guilt forces us into decisions that we thought were right at the time, like school. Why do you go to college? To learn, to find yourself, or to party? Why do you major in communication--easy classes, 'cause you're a good talker, or is it because Aunt Lorina is fascinated with Festinger's cognitive dissonance? Ummmmmm. Sometimes we make the wrong decisions out of the wrong reasons. Imagine if a job or decision were made simply out of guilt. Well, when things are done out of guilt, they are usually done half-assed (poorly). A lot of decisions are made because the person thought everyone else is stupid. Well, there is a lack of the basic want to do something. Instead of the feeling of "I have to." Well, some are still caught up in the "I have to" of guilt manipulation, that certain major life decisions turn out to be disastrous. I don't know how many after-school specials I have seen where some pimply-faced boy is trying to manipulate his girlfriend. "Hell, look Heather, if you love me, you'll prove it." And this pickle-headed girl will. And then all of her friends will say, "Heather, how could you?" Feeling once again guilty, she'll reply: "I was in love with him." Was it love? Not for this silly sister. Guilt was dumped on her big time. And nine months later she had an eight pound consequence. "It's Jeff's fault." Come on, Heather. Feel guilty? Unfortunately, we can't pronounce guilt as easy as after-school specials, but we can try. As individuals, we place enough guilt on ourselves that we really don't need it from others. Shoot, I know I've had my guilt quota for the day. Probably the rest of my entire life. The effects of guilt manipulation can be very damaging. It can cause wrong motivation, lack of effort, and possible disastrous decisions. But,

we my friends are the lucky ones, because we not only know what guilt manipulation is, but we can recognize certain strategies and how to avoid them.

Well, I can see it is time for us to come in for a landing, and hopefully we will land with a new understanding about guilt. I think we can all remember a time when we found ourselves saying: "All right, I'll do it." But were we inspired, motivated, or simply manipulated? Guilt manipulation is traditionally an alternate strategy we use to get something with statements such as: "Oh, I'm fine, don't worry about me." "Hey, look, I don't need a ride, it's nice out, I enjoy hail." But instead of using these strategies, why not manipulate others by being honest and direct. So the next time someone comes up to you and says: "You gonna eat all that?" Say, "Yeah, sure in the hell am. It's my plane and it's landing."

First Judge Critique

Mark Blaisiola, Oakland University

The final round competition at the 16th annual National Forensics Association Individual Events National Championships, in After-Dinner Speaking was an entertaining as well as enjoyable round to critique. As a judge, I am often searching for After-Dinners that do not tend to string together a line of jokes, but offer a serious theme built around and supported by humor.

There were two speeches which could have very well won this round, Greg Dolph and Kim Roe. Both speeches dared the judges to give them anything but a first place. However, Kim delivered several lines while the audience was laughing, which made them impossible to hear. That was the only decisive factor between which contestant received the higher ranking. There were two other speeches which were merely a step behind Dolph and Roe.

Mike Connell and Tom Doyle both gave entertaining presentations. However they both seemed to lack the energy that Dolph and Roe delivered. Doyle's presentation lacked a little more spontaneity over Cornell's and the decision between the middle ranks was made. The last presentations were by Lisa Buscani and Teresa Cummings. While Cummings lacked energy and, in some parts, humor, Buscani used material that was used in an After-Dinner two years previously. This seemed to be a gross violation of the rules. However, I do not know if Buscani heard that specific speech, and therefore did not let that affect my ranking. I must add that at this stage rating points were not as important as in preliminary rounds or in quarterfinals or semifinals. Therefore, I must admit that those scores were randomly selected to correspond with the rankings.

Expository Speaking Final Round Winner

Brian Welch, Bradley University

Humans have long been fascinated with an ability to foretell the future. We can rely on fortune cookies, ouiji boards, Jean Dixon, the list goes on. But whether you actually believe in your horoscope or not, we can agree on one thing: all of these techniques are limited to predicting future occurrences. Yet for the past few years, a real need has surfaced to go beyond predicting future occurrences, and try and predict future appearances. Consider that last year alone over 700,000 children were believed abducted, and as a result we're seeing an influx of missing children bulletins appearing everywhere from shopping bags to milk cartons. However, as laudable as these efforts may seem, many times they simply become exercises in futility. And for this simple reason:

This photograph of Luke Gramer was taken while he was four years old. (See figure one.) This past December Luke turned eleven. The inevitability of time can't help but catch up with these bulletins and render them inaccurate to varying degrees.

Yet now with the development of new age progression techniques, methods of predicting future appearances, this age-old problem of time may one day be less of a liability. Undoubtedly, we're all going to become familiar with the updated missing children bulletins now being released and it's only through our awareness that these efforts can realize their fullest potential. While a variety of approaches are now being tested within this area of age progression, I think it would be to our advantage to focus on the two methods which have undergone the furthest development. Those being the illustration approach and the computer enhanced technique. After focusing on those two points, we will be able to look into the future of age progression; a technique which attempts to do just that, look into the future.

The illustration approach to age progression was developed by two medical illustrators: Scott Barrows, and Lewis Sadler. For the past several years they have been studying facial growth patterns and use that information to reconstruct an entire face from only a skull, by using clay. Once they perfected their technique, they teamed up with plastic surgeons to reconstruct the faces of children who had been born with congenital birth defects. It was hoped that their knowledge of facial growth patterns would enable the surgeons to reconstruct the face of a child in such a way that future growth wouldn't distort. So by predicting, through sketches, the child's possible appearance once the reconstructive surgery had been completed, these illustrators enabled the surgeons to adapt much more accurate procedures. The June 1985 *University of Illinois Chicagoan*, discusses how these men then got started applying their technique to missing children. A year ago this past month, the producers for NBC-TV in Chicago contacted the illustrators and asked them to create some sketches for a documentary on missing children. Deborah and Kathleen Caruso, missing for seven and a half years, since the ages of five and seven were chosen as their subjects. This is an exact copy of one of the photos they worked from. (See figure two.) This is Debbie Caruso at age five, taken about one week before her disappearance. By starting with an exact tracing (See figure three)
of the photograph, the illustrators made forty-five precise measurements of facial landmarks. For instance, they calculated the distance between points

such as the innermost corners of the eye to the width of the nose. They would then compare those figures against average growth rates and predict how each measurement would change within the next seven and one-half years, enabling them to render this sketch. (See figure four.) Last April 29th, millions of viewers watching a documentary on missing children saw this sketch of Deborah, and one of her sister Kathleen, and within minutes reports of possible sightings came flooding in and miraculously by the following day the girls were reunited with their mother. As it turned out, they were led to believe that their mother was dead by their non-custodial father who had abducted them seven and one-half years earlier.

To give you some idea of how accurate their sketch was, this is a recent photograph of Debbie (see figure five) taken about one month after she was recovered. Now as you can see, it is almost impossible to predict some features such as hair style, but in terms of facial structure, Barrows and Sadler estimated that they were seventy to seventy-five percent accurate. But they weren't happy being only seventy-five percent accurate, so they refined their technique. They have been conducting blind studies by working with subjects who they can actually compare their findings against. Through these blind studies, and the seven additional children who have since been located as a result of their sketches, Barrows and Sadler are now confident that they can consistently hit within a ninety to ninety-five percent range of accuracy. Because of the enormous success that these illustrators have achieved with their work, we are now considered to be on the cutting edge of a major breakthrough in age progression. However, as Barry Serafin reported during the July 22, 1985 airing of ABC's *World News Tonight*, there is now a second approach to age progression also gaining some momentum. It is a computer enhanced technique developed by conceptual artist, Nancy Burson.

According to the October 1985 *New Age Journal* this conceptual artist was inspired by H. G. Welles' *The Time Machine* and became interested in predicting how famous people might look in the future. She contacted a computer graphics expert to see if a software program could be written based on her technique. Then Burson along with several computer science collaborators made their grand debut by aging by ten years Brooke Shields (see figure six) and John Travolta (see figure seven) for *People* magazine. [Laughter] I know, John didn't age too well, did he? As explained in the May 1985 *Omni* a TV camera will scan a photograph of the subject, along with photos of those family members who most closely resemble the subject. The information will then be fed into a digitizer which translates it into a language that the computer can understand. The computer now has the capability, by using probability to blend the photo, and in essence, age the subject.

Within the past year, Burson has been contacted by several missing children agencies, and has worked on three separate cases. One child she has worked with is Etan Patz, (see figure eight) who has been missing since May of 1979. This photo of Etan was computer blended with his father as a young man and of an older sister to create this possible likeness. (See figure nine.)

As you can see, the photographic quality of Burson's book is extremely high, just the opposite of the sketches we've seen earlier. But this photographic quality has raised some concern over the possibility of numerous false leads turning up if the photograph is inaccurate. And while all leads are

valued, there may be some validity to this argument. And illustrators point out that they go with sketches rather than photos because their sketches will allow for an interpretation within the viewers mind. Well, in a phone interview with Burson, she argued that her photos really shouldn't hamper any search, since she also feels that she is hitting within an eighty percent range of accuracy. Unfortunately, Burson has yet to conduct any blind studies, and since her photos have resulted in only possible sightings and no findings, her accuracy range can only be considered conjecture.

But no longer conjecture is the fact that age progression has now taken hold as a viable tool in facilitating the search for missing children. And as we begin to look into the future of these methods, it becomes apparent that their applications may one day have far reaching effects.

For illustrators, Barrows and Sadler, their next step is in computerizing their approach. This will enable them to input a child's facial measurements along with average growth rates, enabling the computer to recreate a sketch in a fraction of the time. I spoke last with Mr. Barrows several weeks ago, and he pointed out that they are seriously considering going with IBM as the computer company that will not only write this program, but also establishing a national network. This network would operate by providing each law enforcement agency with an IBM PC. This personal computer would be tied into a national headquarter. If a child has not been recovered within one year, their photo will be sent by this terminal to the headquarter where it will be updated, and relayed back to the agency for distribution. Barrows said he is hopeful that this network can be established within the next year.

Once that is accomplished, he said they would like to have a little fun with their technique and bring it into the home so that means anyone with a home personal computer and a video camera can project their image onto their terminal, insert a software program and observe instant aging.

Burson on the other hand is moving in a much less intimidating fashion. She's currently negotiating with the FBI who would like to purchase her technique and use it as an investigative tool. However, last month's issue of *People Finders* Magazine points out: "It may be sometime before those negotiations are finalized," because Burson has yet to conduct any blind studies. But the article added that Burson has recently introduced a new version of her program, which along with Barrows and Sadler will enable her to predict the results of plastic and reconstructive surgery and she has also announced that she has recently been recontacted by the entertainment industry who have some more highly secretive projects that they would like her to work on.

Age progression, it's a constant probability, probably a concept undreamed of ten years ago, and I guess for most of us unheard of until recently. While the jury is still deliberating on the fate of age progression, already we can see that applications of this technique are not only entertaining but extremely significant in the areas of plastic surgery and most importantly missing children. With the works of people such as Scott Barrows, Lewis Sadler, and Nancy Burson, the ability to predict future appearances has now gone through the realm of fantasy into reality. And as a result we are finding that the future may be closer than we think.

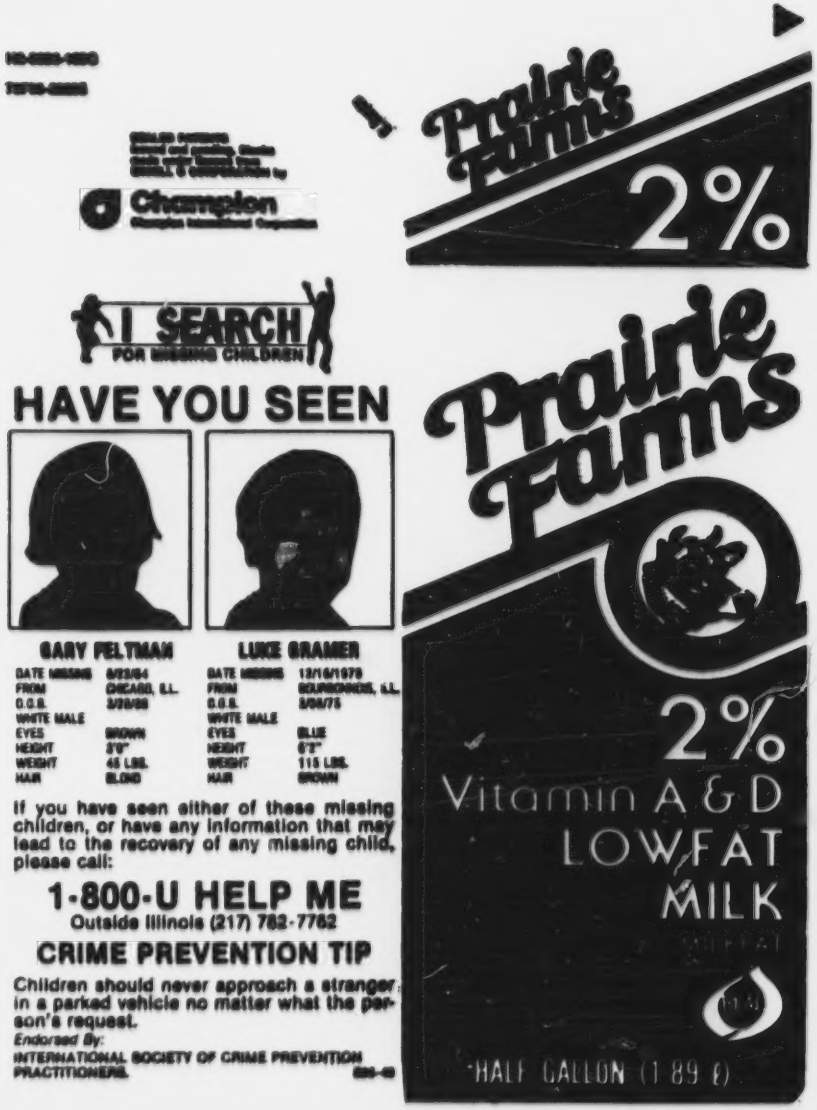

Champion
I SEARCH
FOR MISSING CHILDREN
HAVE YOU SEEN
GARY FELTMAN
DATE MISSING 6/23/64
FROM CHICAGO, ILL.
D.O.B. 3/26/58
WHITE MALE
EYES BROWN
HEIGHT 3'0"
WEIGHT 45 LBS.
HAIR BLOND
LUKE GRAMER
DATE MISSING 12/16/1970
FROM BOURBONNAIS, ILL.
D.O.B. 9/26/75
WHITE MALE
EYES BLUE
HEIGHT 2'2"
WEIGHT 115 LBS.
HAIR BROWN
If you have seen either of these missing children, or have any information that may lead to the recovery of any missing child, please call:
1-800-U HELP ME
Outside Illinois (217) 782-7762
CRIME PREVENTION TIP
Children should never approach a stranger in a parked vehicle no matter what the person's request.
Endorsed By:
INTERNATIONAL SOCIETY OF CRIME PREVENTION PRACTITIONERS
Prairie Farms
2%
Prairie Farms
2%
Vitamin A & D
LOWFAT
MILK
HALF GALLON (1.89 l)

Figure 1.

Figure 2.

Figure 3.

Figure 4.

Figure 5.

Figure 6.

Figure 7.

Figure 8.

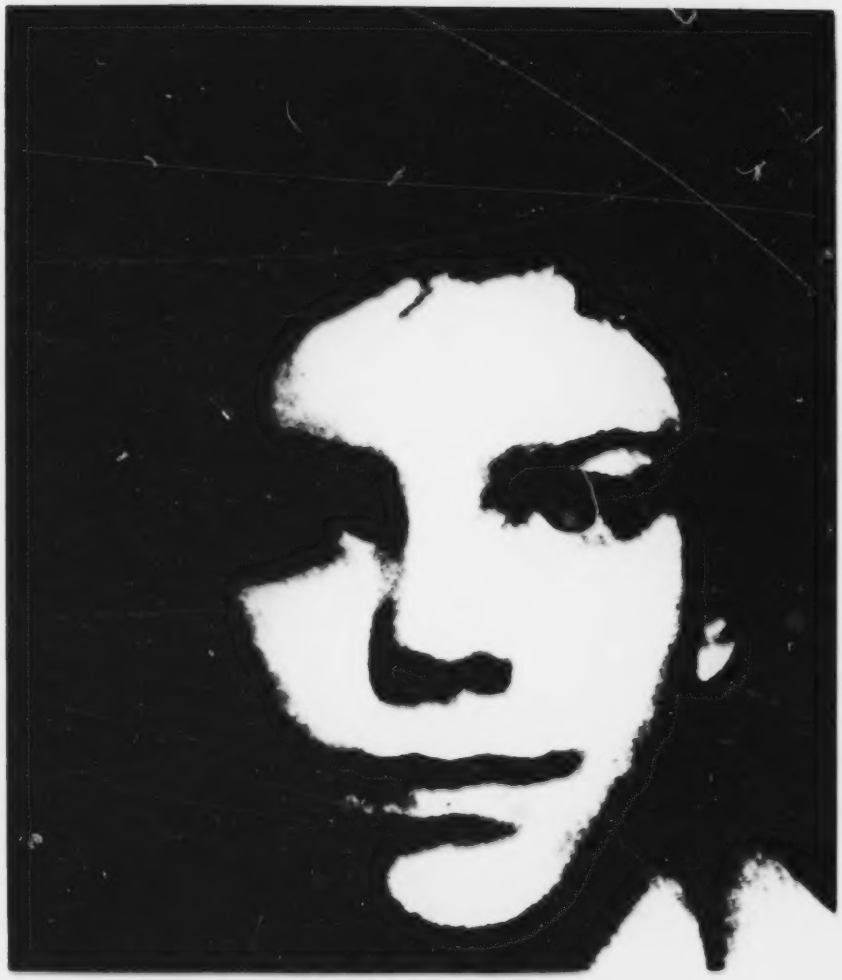


Figure 9.

First Judge Critique

Mary Ann Renz, University of Northern Iowa

Brian Welch impressed me as having the clearly superior informative speech in the NFA final round, even though he went overtime by a few seconds. Although each speaker had an inherently interesting topic, Brian's edge came from his ability to link the topic to the current effort to find missing children. Moreover, Brian maintained a narrow focus on his topic, while some of the other competitors shifted between discussion of quite separate, though related, subjects. Perhaps because of his careful focus, Brian covered his topic thoroughly, so questions which occurred to me as he spoke had been answered by the time he was done, which was not the case with several other speakers. That suggested that Brian had paid more careful attention to initial audience analysis and pre-national ballots.

Some of the other finalists explained complex ideas without reducing them to fundamental concepts, creating an illusion of understanding. In contrast, I found Brian's explanations to be very clear. Certainly, they benefitted from his effective handling of professional-quality visual aids. His clarity was assisted by careful organization. Unlike some of the other speakers, he did not need more internal structuring of his ideas or clearer "signposting" with transitions. Furthermore, Brian's explanations benefitted from skillful evidence use. His personal involvement in evidence discovery and his effort to update the evidence both added to his credibility. In contrast, several of the other speakers were less than complete in their citation of evidence.

In delivery, too, I found Brian to be fully competent. While polished, his presentation maintained a sense of naturalness. Other speakers had minor delivery flubs, used humor which was pushed too hard or for which the timing was off, or made delivery choices which created a sense of discomfort and low volume. Brian's delivery choices created no such negative reactions. Therefore, successful delivery, coupled with the sound content of his speech, made Brian my clear choice as first place speaker in the round.

Second Judge Critique

George Thomson, The Ohio State University

The quality of the final round of Informative Speaking at the 1986 NFA Tournament was excellent. I assigned the score of 1-98 to Brian Welch who, in fact, did win the event when all of the scores were totalled. Initially, I would note that I likely would have given him a 1-100 but for two minor flaws in his presentation: (1) some delivery stumbles, and (2) almost twenty seconds overtime.

But regardless of these minor concerns, Brian's speech was clearly the superior one in the round for at least two major reasons: (1) topic significance, development, and application, and (2) accompanying visual aids. Brian's topic, age progression, was both new and important. The other new

topic in the round, ethnobotany, had other problems in my mind. Two other topics, plastics and scent, were old and worn out for me, and I found myself not hearing as much new information. The topics which received my two and three, counterfeiting and yeast, while interesting and informative to me, lacked the impact of age progression.

Brian's analysis was exceptionally clear and interesting, and more importantly, the topic was not considered in an analytical vacuum. After virtually every explanation of a theory or technique, Brian would be quick to apply the knowledge to an actual or hypothetical factual situation. No one else in the round was as adept as Brian in bringing together those three elements of what to me is an important and useful informative speech: (1) significance, (2) development, and (3) application. Though I learned many interesting facts during the course of the round, I was left with the best unified picture by Brian Welch.

The unified picture was aided by the outstanding visual aids. Now I am not usually a fan of elaborate visuals, but in this case, most of them were fascinating and added to the speech without detracting from the spoken word. Brian handled them well, and they were neatly constructed. Overall, they embellished the presentation nicely.

All of the speeches in the final round were well-written and competently delivered but under my criteria for effective informative speaking, Brian Welch's speech about age progression was the clear first in the round.

Third Judge Critique

Larry Weiss, University of Wisconsin, Madison

Shaye Dillon managed to rise a bit above an otherwise excellent NFA final round of informative speakers. From the start, I was impressed by her unique ability to relate to everyone in the room. Superior organization of content, and a delivery style which held interest throughout, set her apart.

I was exceptionally pleased with Shaye's ability to gain attention and interest, introduce the topic, and preview the body of the speech. Her introduction related superbly to the audience and created high speaker credibility, too. Other introductions were also excellent, but were a little less engaging for me. In addition, main and supporting ideas were clear and fully supported. This was not the case in some other speeches. The topical organizational pattern worked well and impressive attention was given to connectives, especially transitions which were delightfully inventive. Similarly, I found her conclusion to be perfectly crafted as it prepared the audience for the ending, and more effectively than the others, reinforced the central idea of the speech. Furthermore, she completed the speech within the time limit.

Some speakers have uncanny delivery ability. Shaye, I believe, is one of them. Hers is a style which exuded energy, audience adaptation, and authority. She maintained eye contact longer, and added greater impact by her use of pauses and vocal variety. On the whole, clearest content and dazzling delivery made Shaye Dillon my choice as the national champion in informative speaking.

Extemporaneous Speaking Final Round Winner

David Bickford, Brown University

In the chaos that followed World War I, the quintessential American idealist, Woodrow Wilson, tried to put into place a body of principles that would guide the United States and other nations into the future without any conflict. That body of principles was the League of Nations. And as noble as that idea was on paper, it became a political failure as soon as certain nations began to pursue their own political interests at the expense of the long-term need for international law. Unfortunately, in 1986, it doesn't appear necessarily that the United States has learned all that much. Because right now the US conflict with Nicaragua is being used to justify abandonment of absolute jurisdiction by the world court over international law. This problem has become so serious that we are legitimately led to ask the following question: "Does the Nicaraguan incursion justify the US position on international law?" Well, when we look closely at the invasion itself and the principles of international law, the answer appears to be a clear "no." It appears that the invasion itself is not enough to justify much of anything, and abandonment of international law would have severe adverse consequences for all of us. To see more precisely why this is so, we can look first at the nature of the invasion itself and learn why there is nothing at all to write home about. Then second we can look at how abandonment of absolute jurisdiction would erode our position in Nicaragua. And finally, we can look at how it would erode our stronger position in the larger spectrum of world-wide affairs. Now, I am looking at the evolution of events in Nicaragua and Honduras itself. It appears that the so-called Nicaraguan invasion of Honduras in the pursuit of contra-rebels was really nothing much at all. As the *Christian Science Monitor* suggested on April 1st, of this year, certain hostilities along the Honduran-Nicaraguan border are really, in fact, quite common and have been going on for two or three years with various minor raids taking place with alarming frequency. Both nations recognizing that as a problem have actually been engaged in some sort of negotiations to bring about a resolution to that problem. It is only United States pressure that elevates it to the level of international publicity. Because as the *New York Times* suggested on March 30th, it seems that the key instrument in making this so-called incursion into to Honduras a big deal was not the legitimate indignation of the Honduran people, but instead pressure from the US government, which said very simply to the Honduran government, that if you want any aid in the future, you had better cry wolf right now. Well that is precisely what happened. And the problem was blown way out of shape. The net result as the *Christian Science Monitor* foresaw on March 28th was another justification of the Reagan doctrine. The ability to use force whenever necessary to topple adverse regimes, in this case, the one in Nicaragua. However, the Reagan administration's claim that Nicaragua had violated international law doesn't seem to hold up any more when we look at the real circumstances of that invasion. The one thing that does seem to hold up, however, is the need for international law on the part of the US in pursuing a resolution to the

Nicaraguan conflict. And in abandoning international law, the United States dooms its interests there. *The Christian Science Monitor* noted on April 4th of this year that the key element of US policy right now is to apply international law and the rulings of the world court only when it's politically convenient. A sort of selective jurisdiction where Ronald Reagan instead of the world court defines the parameters of that jurisdiction. The problem has been an erosion of our moral legitimacy in Central America. And although we might legitimately say that moral legitimacy has nothing to do with politics, in the case it really does. Because as the *Washington Post* national weekly edition noted on April 28th, in many cases the key issue in Nicaragua is not US policy itself, but the support of moderate nations in that region. The so called contadora nations like Columbia, Venezuela, and Mexico. Because these are the buffer states that surround Nicaragua and these are the nations that have a key role in shaping regional policy and the way in which it affects the United States. As the *Washington Post* went on to note: The US position on this issue could be seen as an act of war. By not exceeding to international calls for restraint such as the call that was heard a few months ago about mining harbors, the US is actually seen as a lawless nation, as an aggressor. And, plus, even if it feels it is right in its pursuit of some sort of conflict with Nicaragua, other nations won't share that conviction, and our position will be eroded through a loss of moral legitimacy. Indicating clearly that our interests in Nicaragua will be undone if we abandon international law. Now the problem wouldn't be quite so bad if all we had at stake were Nicaragua. But in fact, there is a larger stake in the issue. And that is the idea that the US, in a larger spectrum, needs international law to foster all sorts of programs that will help the US in all of its endeavors. As the *Christian Science Monitor* noted further on April 4th, international law is not merely aggressions between nations, it is also international cooperation. And the Monitor bemoaned what it saw as increasing unilateralism within the Reagan administration, ignoring for example the so-called law of the sea treaty, which is supposed to be a peaceful means of exploiting the resources of the ocean. Also, revising the anti-ballistic missle treaty to its own liking. In these various cases, along with Nicaragua, the Reagan administration had jeopardized US cooperation with other countries by insisting on a purely unilateral stance. As the *Washington Post National Weekly* noted further on April 28th, the US doesn't have to go to this extreme. It noted that many international forums such as the Organization of American States could actually be the best place to bring out facts about the repressive actions of the Sandinista Government. And this would allow us to use international law for us instead of against us. The final analysis of this was added by the *Times of London* on November 8th quoted in *World Press Review* of February. According to the *Times of London*, US abandonment of international law, like so many other policies today, creates a self-contained United States, that is in a disadvantaged scientific and trade position because it doesn't know how to cooperate so much with other nations. And clearly abandonment of World Court's absolute jurisdiction would only worsen the problem. So we see that the invasion in Nicaragua, despite being a tempting publicity target was really not very serious. Certainly not enough to justifiy jeopardizing our interests in Nicaragua as well as in the entire world. We need international law and we can afford to stand some embarrassment in the World Court if it is in our long-

term interests. On that basis, the clear answer to our question is: "No." We need to keep alive today the spirit of the League of Nations, no matter how naive it might have seemed.

First Judge Critique

Tracy Anderson, Eastern Michigan University

James Benson, currently at the University of Wisconsin-Oshkosh, wrote in the *Journal of the American Forensic Association* in 1978 "One of the most difficult tasks in judging a round of extemporaneous speaking is discerning a proper mixture of content and delivery factors to be reflected in the final ranking of contestants." This final round certainly bore out that challenge. As in many of the advanced rounds of limited preparation events, these six speakers shined in either content analysis or delivery technique. The "one" being assigned to David Bickford is a reflection of my background in debate and inherent inclination to weigh content more heavily. However, even those like Mr. Bickford who find their strength in analysis could easily satisfy the delivery element (and their judges) by taking a more persuasive approach to organizational structures, content labels and the actual delivery style.

In examining the organizational structure of the final round contestants the pattern which emerges is one where speeches are organized according to what a question might initially mean rather than focusing on what elements justify the speaker's answer to the question. Mr. Bickford's question asks "Does the Nicaraguan incursion justify the US position on International Law"? His response is "no" and he supports this with three areas of: the nature of the law, eroding position in Central America and eroding worldwide position. Because these are not phrased or presented in a manner which indicates Bickford's emphatic "no" to the question I am left wondering whether he has justified the answer. Taking the question and the answer to the end result would yield more persuasive appeals. For instance, a more persuasive heading would be "The current action eliminates our negotiation position in Central America." And in response to an eroding worldwide position he might have said "The current position threatens US successes in other worldwide negotiation." Although the content of the subsequent areas would have been virtually the same, the headings should justify the speakers answer by indicating the most powerful impact.

Organizing the speech by areas which justify the answer and presenting them as such can be furthered by an overall persuasive presentation. Speakers need to approach extemp speeches much as they would a persuasion. Extempers are asking their judges to take a position on an issue or to consider an opposing position. It is not enough to simply inform us of your ideas, you need to persuade us to accept or at least consider these ideas. Even though the event does not always attract the large audiences we should not forget that audience orientation is an important aspect of the forensic activity.

Finally, I like to congratulate all of the final round contestants and their coaches. I was honored to judge six of the nation's best and glad to encounter the challenge.

Second Judge Critique

J. G. Harrington, New York University

When evaluating a round of extemp. I have four concerns, which, in order of importance, are: analysis, structure, sourcing, and style. Mr. Bickford's speech was best in the round on the first two, and no worse than third on the others.

Analysis: This is the area where David shines. His understanding of the implications of the US position, coupled with his ability to explain them through metaphor and example, demonstrated the superiority of his analysis. No topic in this round was badly analyzed, but David's analysis was clearly best.

Structure: The structure of the speech was clearly functional (no "background, current situation, answer" outline here). Equally important were David's use of an extended preview (nobody has better previews) and his reference to the intro in his conclusion.

Sourcing: The breadth of David's sourcing left something to be desired; while the *Monitor* is an excellent source, it shouldn't account for two-thirds of the citations. The frequency of citation was fine. It should be noted that Jim McCafferty (who finished second) and David Fowler both had extraordinary breadth in their sources.

Style: This subsumes delivery, word choice and related concerns. David's word choice is excellent, if perhaps a touch academic at times (not necessarily a criticism). His delivery was a touch flat, however, and he chose to stand in shadow (perhaps a result of competing in a TV studio, though all of the other contestants stood in the light). Mr. McCafferty's conversational style impressed me more.

The net result of applying these criteria is that David was best in the two areas that count for perhaps 75% of my ranking, and second or third in the other two. It was a fairly clear first place ranking.

Finally, a note on Mr. Bickford as an extemper and on acting as a critic-judge seems in order. His analysis is generally so good that it is easy to judge him by a different standard than other extempers. While this is perhaps a good idea for the purposes of critiquing his performance, it is important not to let this split standard apply when ranking a round, whether David or any other generally superior competitor is involved. Once during I.E. Nationals I caught myself almost making this mistake, and was glad I identified it before I made it. Perhaps a sports metaphor is appropriate: if a basketball team we expect to win by 20 points wins only by 5, it still wins, even if the performance is lack-luster. Forensics lacks that kind of objective standard of relative performance, so we have to be especially on guard against the double standard.

Third Judge Critique

Dale Herbeck, Boston College

The decision in this round was surprisingly easy. One of the speeches was distinctly better than those offered by the other competitors. In explaining why I thought this speech was distinctly better I will first consider its strengths and then briefly consider a possible weakness.

The strength of this speech undoubtedly lies in the quality of its analysis. The speaker offers a complete and cogent answer to the question. He describes the nature of current American actions in Nicaragua, argues that these actions erode our position in Central America by weakening the credibility of our claims upon international law, and then concludes that these bellicose actions will in fact actually function to erode international law. He implies that this erosion is detrimental to broader American interests in the world. At each level this analysis is substantiated by supporting evidence and comprehensive explanations. The result is a speech which develops an elegant answer to the specific question.

All too often contestants speak around their extemp topic. They seem afraid to try to definitely answer the question. The result is frequently a speech which avoids substantive argument. In this case, even if one disagreed with the speaker's argument, one had to admire the specificity of the speaker's answer to the question and the quality of the answer which was constructed. The speech developed a complete answer to the question which built an argument.

My only criticism is that the speech is based on an implicit assumption which the speaker fails to substantiate. The assumption implicit throughout the speech is that international law is important, or at least worthy of protection. While we might all agree with that assumption, the speaker needs to do more to explain why this is necessarily the case. Although he alludes to the importance of international law, he never makes an explicit case for the concept. The result is that the force of his argument is weakened. If he would substantiate the importance of international law, then each of his claims would become all the more compelling. The more important international law, the more counterproductive our current policy towards Nicaragua.

While this is a weakness, it is more than offset by the strengths of the speech. The speaker speaks to the question, offers a complete and detailed answer, substantiates that answer with evidence, and incorporates historical context into the speech. The resulting speech is clearly worthy of the national championship.

Fourth Judge Critique

Sam Marcosson, Bradley University

Assuming that my fellow judges will address other aspects of David Bickford's fine extemp speech, I have chosen to focus on the organization. The flaw most common in extemp is inefficient organization. David's speech did what can, and should, be done in all extemp speeches.

Since the central goal of an extemper is to answer the question, the organization must focus the analysis toward the answer. Since the speaker

must answer complicated questions in a mere seven minutes, it is essential that every moment be devoted to justifying the speaker's answer.

David's speech did both of these things, using an organizational set known as "unified analysis." To the question of whether the Nicaraguan incursion justified the US position on international law, David said, no. Each of his three areas explained part of his reasoning for that answer. First, the incursion was actually a minor event blown out of proportion by the US, and thus could justify virtually nothing. Second and third, the US position could not be justified because it eroded our position vis-a-vis Nicaragua and our global position. Each area was an independent reason for David's "no" answer, and was part of a unified, whole answer.

David did NOT lack for the background that most speakers ill-advisedly put into a first section on "the current situation." Where background was relevant, David worked it in, rather than wasting two minutes on general information, only some of which would have been useful and all of which he would simply have to reiterate anyway when it was actually relevant, later in the speech.

It might have been useful to combine the second and third areas, which were related, and devote a new third area to whether the US stand could be justified as a matter of international law, regardless of its effect on US interests. Nevertheless, David's organization allowed for clarity, persuasiveness, and efficient use of his seven minutes, all in furtherance of answering the question.

Impromptu Speaking Final Round Winner

Mitch Fay, University of Wisconsin, Eau Claire [2]

One of my favorite movies and one that I've seen just recently stars Robert Redford in the "Candidate". Now Redford's character in this movie is running for governor, and with the name Jim McKay, they decided on the campaign slogan of "Jim McKay for a Better Way." Man, that's poetry. But Mario cuomo was not a fictional candidate at all. He once stated that "you do campaign in poetry and govern in prose." I believe that Cuomo's message applies not only to politics. I think that what he is trying to tell us is that we inspire ourselves through the use of poetry, of visions, but that we work in the everyday world--the world of prose. Now we can both illustrate the truth of this by looking at Ernst Cassirer and Rudolf Carnap and then by examining the implications of this by taking a look at Franklin Delano Roosevelt and the ancient philosophical idea of stoicism. By examining this, we will come to an understanding of what Cuomo was talking about and how we do indeed have to combine the use of both our dreams and of reality to try to accomplish anything. Now Ernst Cassirer was a philosopher of language who believed that

---

[2]The tape made of this final round was unintelligible. Mitch Fay was kind enough to reproduce his speech and provide this approximation to the editor.

people are motivated by symbols. That people use their visions of poetry to try to motivate them to be taking any kinds of actions. Now Cassirer was arguing this at the beginning of the century, and was somebody who really believed that motivation comes by not simply appeal to the facts but by appeals to something higher. This means in rhetoric that we often look to myths. That we are trying to examine the kinds of things that really motivate us beyond everyday ideas. But Cassirer was not alone in arguing that people have to be using symbols, and yet at the same time he was contrasted with such thinkers as Rudolf Carnap. Carnap was the leader of a school known as the Vienna school of philosophy, or the school of logical positivists. Now they were strongly opposed specifically to the type of thinking that Cassirer was advocating that they said we should not be using symbols, that we should not be using poetry. Instead they wanted to be rooted in cold hard fact. Now the logical positivists said they wanted to try to achieve a state where we have a word meaning one thing and one thing only and that it should only mean something that we could put our hands on. They believed firmly in governing themselves in prose. They did not believe that we had to be going on some flights of fancy of campaigning in poetry, but simply ruling ourselves by the strict dictates of logic and of hard fact. This type of thinking also led to such fields of psychology as behavioralism, such as B.F. Skinner proposing that we should only deal with what we can observe from people and not try to read anything into people's motivations. Thus there is a very strong contrast being set up between thinkers such as Cassirer and Carnap; between the poetic and the prosatic elements of life. And yet there need not be such strong diversity. For as Cuomo puts it, there is a need for both elements, for both poetry and prose. And it is to that that we need to devote ourselves now, and to looking at the implications of how we can combine these two.

We can first help ourselves by looking at Franklin Delano Roosevelt. Roosevelt, of course, was the only President elected to four terms and was known by many as one of the greatest Presidents we have ever had. Arthur Miller in his play, "American Clock" explored the poetry of Roosevelt's tenure. He said that during the time of the depression that many Americans were very confused. He reflects this not only in looking at his own family, but at farmers in the Midwest, at poor black children in the South and other areas, and how they would hear the "Fireside Chats" of Roosevelt and feel that there was somebody who really still had a vision for what America could become. That he was giving them an example and that by providing himself as a father figure there was this image, the myth of Roosevelt as being able to actually handle things. This was the poetic element and the type of thing that really kept the common man going during the depression. And yet at the same time, Roosevelt understood that he needed to govern in prose. As Gary Hart explained in *Esquire* last year, Roosevelt had a very strong sense of the facts, surrounding himself with some of the best advisors, and having plans that not only were grandiose, but were also very detailed. When he proposed his New Deal, it was not simply a poetic image but one that worked in actual fact. One that he was trying to explore by having the guidelines set up, being made very clear. And so Roosevelt was not simply giving an inspiration to the people, but he was taking actual positive action. Working in the very nitty, gritty details of his administration and trying to help the country forward through his four

terms. So Roosevelt then in the political sense is a very strong example of somebody who campaigned in poetry and governed in prose, combining both elements. And yet this is not limited to politics. If we look for a moment to the ancient stoics, we can find that they have the same type of idea. Now stoicism is often confused in our minds. We use it to describe the face of a very good poker player or someone who has no emotions at all. But that is not really doing them justice. What the stoics believed was that we can control our own emotions, that we can try to gain some control over our lives to handle the intricate details of everyday living, that we don't need to be worrying about every little thing that goes wrong because we have some control. And yet at the same time they believed that by having control over our innermost lives that we can lead ourselves to a higher level. They believed for example that as we obtain practical logic of the world that this can lead to better theoretical knowledge. As we learn how situations are often handled ethically, we can come to a better understanding as to how they should be handled ethically. Thus, they would lead us from governing our lives in prose to eventually obtaining the idea of campaigning for our lives in poetry. They combine an example, then, in a philosophical sense of how we can combine the two--working from one level to the other, of having them interact with each other, so that we can lead a more effective use of our ethics, control of our emotions, and, thus, control over our lives. As we look, then, at the implications of campaigning in poetry and governing in prose, we have to understand that with examples of people like Franklin Delano Roosevelt, that great leaders must be able to combine both elements not simply in the sense of the formal campaigning season and the time when they are actually in office but through every aspect of their political tenure. And we can understand by examining the stoics that this applies not only to a political sphere, but to each of us, that we can take control of our behavior, that we can lead ourselves not only through the realities of prose, but the dreams of poetry. And, thus, we can be candidates for success in our lives.

First Judge Critique

Jimi Cantrill, Emerson College

Mr. Fay was clearly the superior speaker among this panel of outstanding impromptu finalists. In many ways, he epitomized what we all admire in the person of quick wits, sound analysis, and forceful delivery. Initially, he only spent thirty seconds preparing for his speech and did so "in his head" rather than focusing on writing notes. Not only does this improve his *ethos* as a speaker but it also certainly lends itself to the dynamic quality of the entire speech. He employed a truly applicable and humorous introduction which, to a greater extent than evidenced by the other finalists, allowed him to directly analyze the thrust of the topic he was given. While he clearly demonstrated his command of a variety of rather heady areas, there were a couple of troublesome aspects to the speech. First, beyond the confusion between Carnap and Cassirer, Mr. Fay seemed totally oblivious to the ordinary language school in proclaiming the dominance of American analytic philosophy. Second, though

his use of FDR as an illustrative device was appropriate, I question the transition back to the earlier philosophical school of the Greco tradition. Even if this was intended to show the blend between prose and poetry it could have been forcasted sooner. Nonetheless, this was a well organized and soundly delivered speech deserving of the ranking it received.

Second Judge Critique

Clark Olson, Arizona State University

Congratulations to all final round participants for a fine job. In this round, the first place rank was distinguished by demonstrating extensive experience in Impromptu competition. Initially, Mr. Fay took less preparation time, a full thirty seconds less than all other competitors. His ana'ysis was clear throughout, bolstered by his use of fresh and novel examples. The explanation of his main points was concise, with no unnecessary repetitions, which are so common in Impromptu. Yet, he delivered a complete summary of his ideas in the conclusion. The structure of his speech was sound, incorporating all the major ingredients of a prepared speech. The organizational preview was adequate, although he could have completely previewed all main points in the introduction to give a greater perception of readiness. He took the common genre of examples, philosophical and political, and provided new insight to these examples, detailing information the audience didn't already know. While he did occasionally mix up the names of the philosophers Cassirer and Carnap, he did not merely rehash old ideas. Stylistically, Mr. Fay was superior, using some humor to balance the substance of his speech. Finally, he demonstrated good audience analysis skills by not reiterating the quote more than once. Since he was the last speaker in the round, the audience had heard the quote often, so it didn't bear repeating. For these reasons, Mr. Fay received my first rank with 98 points in this fine final round.

Third Judge Critique

Willis Watt, Fort Hays State University

Congratulations to the NFA 1986 national champion. My ranking (4) and rating (93) reflect that this was a highly competitive round. The reasoning behind this assessment rests primarily upon Mr. Fay's use of preparation time, organization, focus in the quotation, and delivery. Turning to the issue of prep time, it seemed to me that it was an ill conceived, unprepared speech that flowed out of thirty-three seconds of preparation. Granted the event has a maximum of seven minutes, but I still wanted some "thought" applied to analysis and organization. This leads me to the issue of organization in the speech. The speech lacked internal transitions which summarized, signposted, and forecasted the speech development for this listener. Also, I was concerned with a lack of focus regarding the point of the quotation. Mr. Fay used the majority of time developing philosophy and restating historical background dealing with

German and Stoic philosophies instead of providing examples in the area of politics and government. Examples like Roosevelt's "Fireside Chats" were exceptional. I expected more. Finally, the rate of speech seemed rushed as though the object was to cram as much information as could be into the six minutes and twenty seconds. As already noted a more clear focus on the point of the quotation could have reduced the need to rush. Despite the ranking it should be noted that a ninety-three reflects "A" work. Again, congratulations!

Persuasive Speaking Final Round Winner

Kay Hrien-Saltong, Bradley University

Her name was Ruby Schuler Harper. She was a known alcoholic and a secretary at Systems Control, Incorporated. Over a period of years, this alcoholic secretary managed to steal hundreds of pounds of highly secret documents from the US Army. Ruby's case is not unusual. It highlights the weakness in our national security which allows people like Ruby to infiltrate the system and jeopardize our national defense. Ironically, as spying has become more prevalent, we have become numb to the growing weakness in our national security system. So, to reawaken us to this problem, let's take a look at how America's sinking security system is endangering us. What exactly is causing the leaks? And finally, how we can plug the holes in our leaky ship of state. Most of us take our national security for granted. We assume that the government will protect us. But what if the military becomes so flabby that it cannot protect us. Already, the military has suffered a number of losses due to spies. And the August 1985 issue of *Washington Monthly* warns that increasing numbers of Americans are turning traitor, thereby jeopardizing our technological lead and compromising our security. In the June 17, 1985 issue of *Time* magazine, it was estimated that since the late 1970's over 30,000 pieces of high-tech equipment and 400,000 technical documents have been stolen. Some of the losses, *Time* reports that engineer James Durwood Harper withheld from his wife Ruby betrayed how we protect our strategic missiles. Thomas Cavenaugh relayed details of the ultra secret stealth bomber. And William Holden Bell sold secrets of sophisticated new radar systems and missiles. Now, while other countries are collecting, we are paying the price. Richard Pearl, Assistant Secretary of Defense, estimates that spies have cut the US technological lead from ten years to as little as three. This valuable loss of time, equipment and information also has an impact for each of us. Every year billions of dollars are poured into defense, and whether we know it or not, it is our tax dollars and our educational cuts that are being wasted to create secrets that don't remain secret. Not only is it a waste of money, but by pin-pointing our weaknesses, it may also result in a waste of American lives. The *Roanoke Times and World News* warns that the information lost could result in a considerable loss of American lives in any kind of conflict. And with the international situation so precariously balanced, conflict is always a possibility. Obviously, our personal as well as national security is at stake. But before we can protect ourselves, we have to understand the problem. Senator William Rock of Delaware, calls

the current situation a problem of "too much, too many, and too little." First, there is too much classified information. The government just can't keep track of the 19.6 million secret documents. When CIA clerk, William Kamphiles, sold a weapons manual to the soviets, the CIA finally checked and couldn't find 13 other authorized copies of this same document. Not only is there too much information, there are also too many security clearances. According to the June 4, 1985 edition of *The Washington Times* more than 4.3 million people now hold restricted security clearances. Almost 25% of them have access all the way up to the top secrets. Of the 200,000 requested clearances last year, only 160 were denied. That's a 99.94% acceptance rate. Says Senator Roth, "It's harder to get an American Express card." That covers the too much and the too many. Finally, there's the too little. Too little re-investigation into clearances. The June 5, 1985 edition of *The Christian Science Monitor* reports that the Pentagon is supposed to re-investigate people at least once every five years, but they are now so back-logged, that they extended that number to every 17 years. As if that weren't bad enough, the blase attitude of the government results in similar differences on the part of the American public. Skilled recruiters have learned to take advantage of US apathy and ignorance. In the June 7, 1985 edition of *The Confidence Journal* Arcadia Czhencko, former advisor to Andrey Gromyko and the highest level soviet diplomat ever to defect, said that soviet nets all over the country are crammed with skilled recruiters waiting to prey on our [unintelligible]. Robert Gast, head of San Francisco's FBI office says: "It is amazing how people get involved in these things, and don't realize what is happening." Sometimes maybe people do realize, and they just don't care. Why should they when many spies are given little more than a slap on the wrist. Millie McKee, a convicted spy, served only a six-month work release sentence. Now Millie describes her crime as "all technical violations." You know, like driving 60 miles per hour in a 55 mph zone. Good evening. Perhaps more amazing is that the most common motivation, for betraying the country isn't ideology, it's pure greed. US Attorney Air Commissioner said: "These days people are looking for a fast buck." And other governments offer it. As a matter of fact, the KGB manual preaches, "Use capitalism on the capitalist." In a number of ways we are inviting espionage assaults. The government is growing alarmed, as well they should, because there are a number of things they need to do. To start, the Reagan Administration could halve the number of people now holding security clearances. With fewer people to control, the government would more fairly investigate each one. As a preventive measure, Robert Bird, Senate Minority Leader has introduced an amendment which if enacted will mandate life imprisonment without parole for anyone convicted of espionage for a communist country. Sometimes, all that is needed is a little common sense, and that's what Secretary of the Navy, John Leman, Jr., is suggesting. Just some common sense steps. For instance, to have two people rather than just one dispose of classified documents. Or to actually reduce the number of classified documents. Finally, Vice President of TRW, Paul Schweigler, proposes that government-related companies electronically label their classified documents so that alarms will sound if employees attempt to photocopy or remove documents from the premises. Although the government is beginning to take action, we mustn't be lulled into a sense of false security. Director of the CIA, William Wester,

warns our chief danger is complaisanse. The system must be checked, re-checked, and re-evaluated. As is often the case with such a large scale problem, there doesn't seem to be a neat, well-packaged solution for us as individuals. However, that doesn't mean we don't have a voice. We do have a very important voice as voters, and as such we need to influence the government to implement the solutions previously mentioned. Many times the government will put an issue on the back burner, if they don't think it is of concern to us the voters. We can stop that by voicing our concern. Through petitioning. lobbying, or just communicating with our representatives. If you don't know who to contact, then I've got copies available of several addresses and phone numbers to write or call. As I was writing this speech, I called Senator Sam Nunn's office and within the week he had mailed me the entire Senate subcommittee's hearings on espionage. He continues to keep me updated. He is now aware that I am concerned and he is working to show me that something is being done. So who says you don't get anything for writing your Congressman. Ruby Schuler Harper, an alcoholic secretary, showed us that anyone can evade the system. More recently the Walker spy ring nailed home the fact that no US agency is safe. But through government and personal awareness and action we are beginning to fight back. Now I am not advocating a return to the days of paranoia, I am just suggesting that we open our eyes to a problem. If, as old government posters warned, loose lips sank ships in the last World War, then they could launch missiles in the next one.

First Judge Critique

Robin Goldstein, Cornell University

Like all of the other speeches in this round, this speech was technically excellent. There was a well-chosen anecdotal introduction, clear organization, and the speech appeared to be well-evidenced with well-chosen statistics. The delivery was also excellent; the voice and gestures appeared very natural, and the speaker made excellent use of vocal changes for emphasis.

All of the speeches were so well executed that my ultimate ranking and rating were based on inspection *not* of individual "trees," but of the whole "forest." Despite her evidence, this speaker failed to convince me that our national security was really being threatened in any way that would have any impact on the audience. Similarly, I was not convinced that any more of our tax dollars are being spent or wasted on security now than would be under ideal conditions. Finally, although this speaker does make the solutions sound more compelling than the typical speaker who urges us to write to our congressmen, because I do not see any impact of the stated problem, there is no motivation to act.

Second Judge Critique

Bill Henderson, University of Northern Iowa

I wrote to Kay Hrien-Saitong on her ballot for the final round, "Hello again. I enjoyed judging you at the final round of AFA, and again today." And were I not able to focus upon her speech here, I would have made many references to her performance when commenting on the other national final in persuasion. Here, I can honestly say that her performance was much, much richer than in the other final. And accents the value of having two events like NFA and NIET at the end of a year.

The topic is interesting. We do need to be concerned about national security. And given the increasing instances we hear about of security leaks, the subject has added significance. But beyond the appropriatenees from that level, there's another dimension I would mention. The speaker chose something which none other would be expected to discuss. We hear so many speeches which are well developed, but which are merely variations on a theme.

I am also impressed with the opportunities the speaker took to develop effective language. The topic didn't just call out for phrases such as "sinking security" and "plug hole in the leaky ship of state." These choices, echoing phrases from our past, were carefully made.

Ms. Hrien-Saitong's delivery was crisp, very well suited for the classroom where the event was held, and provided the right sort of contrast with the other contestants. This evaluator was caught up in the presentation far more than usual. Her blend of voice and action was most pleasing throughout the speech, but especially powerful during the last portion of the speech.

While pleased with the overall content, one solution bothered me. Writing Congressmen is so banal, in my opinion, that even the nice turn of describing results of the letter writing failed to lift this step out of the mundane. But there were so many other excellent examples of appropriate support, good solutions, and superior arrangement, fault-finding here was minimal.

In retrospect, language choice made this speech superior. From the introductory alliterations to the closing phrase again echoing our past, this speech shows great polish. I never expected to hear "loose lips can sink a ship" outside of a film. But when it turned to "loose lips can launch a missile," the polish worked.

Congratulations to all finalists. The round was sterling. Best wishes in the future.

Third Judge Critique

David Rodanovich, The Ohio State University

This was the most difficult final round that I have had the pleasure to judge. Four of the speeches were considered for the "1" when I was marking my ballot. The speech which won the championship was one of the four

speeches which I had a difficult time ranking. To be honest, there finally came a time when I felt I could no longer debate my decision and ranked the speeches according to how I felt about them at that moment.

The speech by Ms. Kay Hrien-Saitong received the "4" from me because I did not feel that her speech gave me, as an individual, as much that I could realistically do to solve the problem as some of the other speeches. Minor factors in the decision included the fact that the introduction was the story of Ruby and that the eye contact was rather scanny. Personally, I do not really like stories as an introduction, although Kay's story of Ruby was not of the trite "Mary Jane" genre. Although the eye contact was good, it was not as direct (one thought to one person) as I prefer.

On the positive side, I felt that Kay had the best "sincerity level" in the round. She convinced me that she really cared about this problem. Kay also had a cleverly worded, as opposed to a generic, preview--I particularly liked the phrase, "plug the holes in our sinking national security ship." I also felt that Kay used walking and movement extremely effectively in involving the whole audience. Although part of the solution involved writing our Congressmen, I felt that the personal involvement through Sam Nunn's office helped bolster this often-trite solution. Overall, it was a tough decision. Kay did an excellent job in an extremely difficult round.

Rhetorical Criticism - Jim McCafferty

George Mason University

Legend has it that in Celtic Ireland, whenever the King showed signs of age, impotence, or if the fortunes of his clan were failing, the Druid-priests would lead him to the stone circle of judgment. Here, the King would deliver a final message to his people and then calmly stand by as the chief priest stabbed him to death, augering the clan's future as well as its future leader. In his 1896 book, *The Golden Bough*, English scholar Sir James Frazier noted that this custom of "killing the king" was a common one in many ancient societies. It was felt that by killing the semi-devine king before he had decayed, the strength of his soul could then be transferred intact to that of his successor, thus preserving the strength of the tribal leader as well as his people.

On August 8th, 1974, President Richard Milhouse Nixon, having been rendered politically impotent by repeated allegations [laughter] of flagrant dishonesty during the Watergate scandal, made his thirty-seventh and final address to the nation as President. In that address, Nixon not only declared his role as "ritual sacrifice" by announcing his resignation, but he also took this unique opportunity to eulogize his own Presidency and began America's transcendence from the nadir of Watergate to a future without Richard Nixon.

While a rhetorical analysis based on the precepts of apologia might seem initially appropriate, the exigences of Nixon's political demise clearly pointed to the worthlessness of any attempt at defense or apology. [Laughter.] Nixon required a rhetorical strategy that addressed his political "death" and attempted to transcend it--that strategy was the eulogy. In order to examine this eulogistic effort by Nixon for his own Presidency, I will first discuss an appropri-

ate method for critically analyzing eulogistic rhetoric; next apply that method to Nixon's speech of resignation; and finally, evaluate the impact of the eulogistic genre both for Nixon's resignation and for rhetoric in general.

The eulogy has been an established rhetorical genre since the time of ancient Greece, when the honored dead were praised with what was called the "epitaphios logos." An appropriate method for critically analyzing eulogistic rhetoric can be found in Kathleen Jamieson's article entitled "Critical Anthology of Public Speeches" published in the 1978 *MODCOM: Modules in Speech Communication*. Section four of that article delineates four primary rhetorical characteristics of the successful eulogy.[3]

The first characteristic is the affirmation of the reality of death. Here, the rhetor confronts the bereaved's natural denial response by publicly stating the fact of death. According to Jamieson, this characteristic makes denial impossible, forcing the bereaved to accept the death and move onwards. A necessary parallel to this confrontation with denial is the second characteristic--the easing of the survivor's confrontation with their own mortality. The speaker accomplishes this goal by asserting that the deceased will "live on" in some manner. As Jamieson notes, "the assertion of the fundamental immortality of the deceased makes mortality less bitter at the same time it consoles the bereaved." The third characteristic is the transformation of the bereaved's relationship with the deceased from the present to the past tense. The speaker accomplishes this by rehearsing the virtues of the deceased in the past tense; this repetition solidly fixes the deceased in that tense as well. Finally, the eulogy must attempt to reweave the community's patterns of relationships to continue despite the absence of the departed. Generally this is accomplished by calling for the survivors to continue living, with the memory of the deceased as a guide for the future.

In essence, the eulogy is a vehicle by which the rhetor not only praises the dead, but begins a process of transcendence so that the survivors can get on with living. In viewing the eulogy as the initial tool of transcendence, the eulogistic nature of Nixon's resignation address becomes apparent and worthy of examination.

In analyzing Nixon's resignation speech, the first characteristic, the affirmation of the reality of death, is quickly discernable. In paragraph nine of the thirty-two paragraph text, Nixon uttered the simple phrase, "therefore, I shall resign the Presidency effective at noon tomorrow." Coming so soon in the speech with a minimum of preamble, this simple statement quickly dismissed any false notions of a continued fight against the impeachment process. Whether friend or foe, this unequivocal statement made denial by the American public impossible. The reality of a future without Nixon had to be accepted. [Laughter.]

The next characteristic that he attempted to put was the confrontation with the survivors' confrontation with their own mortality. Having done his original

---

[3]The idea for such an analysis was originally concevied by Kevin W. Dean, Margaret C. Langford, and Mark S. Hickman as a result of discussion in coursework with Kathleen Jamieson of the University of Maryland.

move, Nixon attempted to push forward here. Now, what Nixon attempted was to shift this entire structure by allowing us to see the mortality was not constant by allowing us to view the resiliance of the Presidency itself. His first statements quickly dismissed any remaining hopes for continuance of his Presidency. Immediately after his statement of resignation, Nixon told America, "Vice President Ford will be sworn in as President at that hour...." He thus reassured Americans that the Presidency itself would continue with no lapse of leadership. Nixon then spoke in praise of his own Presidency, pointing to such accomplishments as ending the Vietnam War, improving relations with China and the Soviet Union, and signing the Strategic Arms Limitation Treaty. Nixon told America, "These years have been a momentous time in the history of our nation and the world. They have been a time of achievement in which we can all be proud." Through these words, Nixon eased concerns over Presidential mortality, assured Americans that the Presidential succession would continue as mandated by the Constitution, and asserted that his own foreign policy achievements would be of lasting benefit. In much the same way as the bereaved are consoled and their fears of death assuaged by what Jamieson called the "assertion of the fundamental immortality of the deceased," Americans were assured that the Presidency would continue.

The third characteristic is the transformation of the bereaved's relationship with the deceased from the present to the past. In reviewing the achievements of his own Presidency, Nixon consistently referred to his own efforts in the past tense. "We have ended America's longest war...." We have unlocked the doors...between the United States and the People's Republic of China...." And, "I have done my best." Whether or not this last statement was accepted by his audience, (laughter) the eulogistic subtext is clear--the Nixon Presidency was, from that moment, subject to the judgment of history rather than current events.

Having placed his Presidency in the past, Nixon then attempted to reweave the community's, or in this case the nation's, patterns of relationships to continue despite the absence of the Nixon presidency. He called on all Americans to support the new President in his task, saying, "As he assumes that responsiblity, he will deserve the help and support of all of us." Nixon attempted to achieve a new unity of purpose under the leadership of President Ford when he said:

> And to those of you have not felt able to give me your support, let me say that I leave office with no bitterness toward those who have opposed me, for all of us have in the final analysis been concerned with the good of the country...so let us all now join together...in helping our new President succeed to the benefit of all Americans.

Nixon concisely and effectively reweaved the community's patterns of relationships to continue by calling for all Americans to support the new President in his task.

In evaluating the impact of the eulogistic genre for Nixon's resignation, the continual application of the four criteria outlined by Jamieson in her article, continually point to its nature as a eulogy. Much to the chagrin of many Nixon critics, Nixon never apologized for or even admitted that complicity in the Watergate affair was the real prime reason for his resignation.

Instead, Nixon affirmed his own political demise and attempted to shift the focus towards a new political future, which was after all his goal. As he stated, "I hope that I will have hastened that process of healing that is so desperately needed in America." Well, that process of transcendence would eventually take years, a full Presidential pardon, and a complete shift in national politics, but its roots were grounded in Nixon's own eulogy for Nixon.

The eulogy is essentially a process of transcendence for the survivors, and as such it need not be restricted merely to speeches for the dead. It's appropriate whenever the exigences of a rhetorical act include the ending of a given situation or individual and the need to redefine that ending into a new beginning. In a similar, though less bloody fashion, Nixon was sacrificed like the Irish Kings of old--when he was no longer considered worthy to wield power. However, Nixon also chose to deliver his own eulogy, and begin a process of national transcendence for the American people into a new political era--an era in which President Richard Nixon would not, and perhaps could not, be included. (Applause.)

First Judge Critique

Thomas Endres, University of Minnesota

Mr. McCafferty certainly used an attention-getting introduction, though it seemed too extended and inappropriate given the topic. The link between the introduction and the topic was quite inferential and shaky. Additionally, McCafferty points out that apologia would be an inappropriate methodology. I agree; but give Were and Linkugel's definitions and emphasis, not for the simplistic reason given.

Otherwise, preview and justification of speech are handled nicely. Once one gets over the original discrepancy between topic and methodolgy, the combination works very well. Very clear delineation of methodology, and nice use of internal summaries and signposts to maintain continuity in analysis.

The overall analysis is quite clear, though I have some trouble seeing a large difference between the point of confronting mortality (the presidency goes on) and the transcendence-and-life-goes-on element. While the differentiation would be clear in a legit eulogy, the issues become more clouded here.

McCafferty has an excellent delivery style, with a nice sense of pace and timing. His use of physical movement for transitions was natural and helped provide visual support for transitions. Excellent use of humor throughout, though it occasionally reaches a point where it detracts from, rather than supports, the analysis. When the speech was concluded, the speaker maintained both his sense of organization and speech style during the question-and-answer period.

I ranked this speech first in the round based upon its uniqueness and creativity; its fluid style; the clarity of the analysis; and the smooth and competent delivery. The criticisms I list above are intended to "fine-tune" and otherwise excellent text and presentation.

Second Judge Critique

Samuel Nelson, Cornell University

I thought Jim McCafferty's speech analyzing Nixon's resignation address was flawless in terms of delivery, yet I still rated it below Tom Kane's speech on the rehetoric of Harvey Milk and Collen Rubin's speech on Reagan's Bittberg Cemetery address. Even though Mr. McCafferty's presentation devices (ie: eye contact, hand gestures, fluency of speech, rate of delivery, etc.) were the best in the round, the content of his speech was inferior to Mr. Kane's and Ms. Rubin's.

I was rating the speakers in this round from the premise that in this event the content of the speech should be given supreme importance and that less emphasis should be placed on other factors that would ordinarily be of principle importance in other prepared speaking events. In my mind this makes a lot of sense because rhetorical criticism is unique in that it has specific guidelines that narrowly define the focus of the speech; the nature of the event often insures that critics with exceptional knowledge and interest in the subject area will evaluate the speakers; and the structure of the event allows for the judges to ask questions to test or clarify the speakers knowledge of his or her material.

In this particular round, I found *another* Nixon rhet crit a lot less compelling than a very well written speech on the controversial Milk's rhetoric or an incredibly dynamic and timely speech on a relatively recent Reagan address. Kane's and Rubin's speeches exhibited more creativity and originality. I simply thought they were more interesting.

I believe the best speaker won this event, but not necessarily the best speech.